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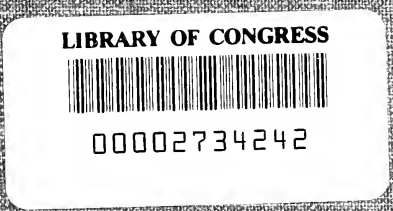

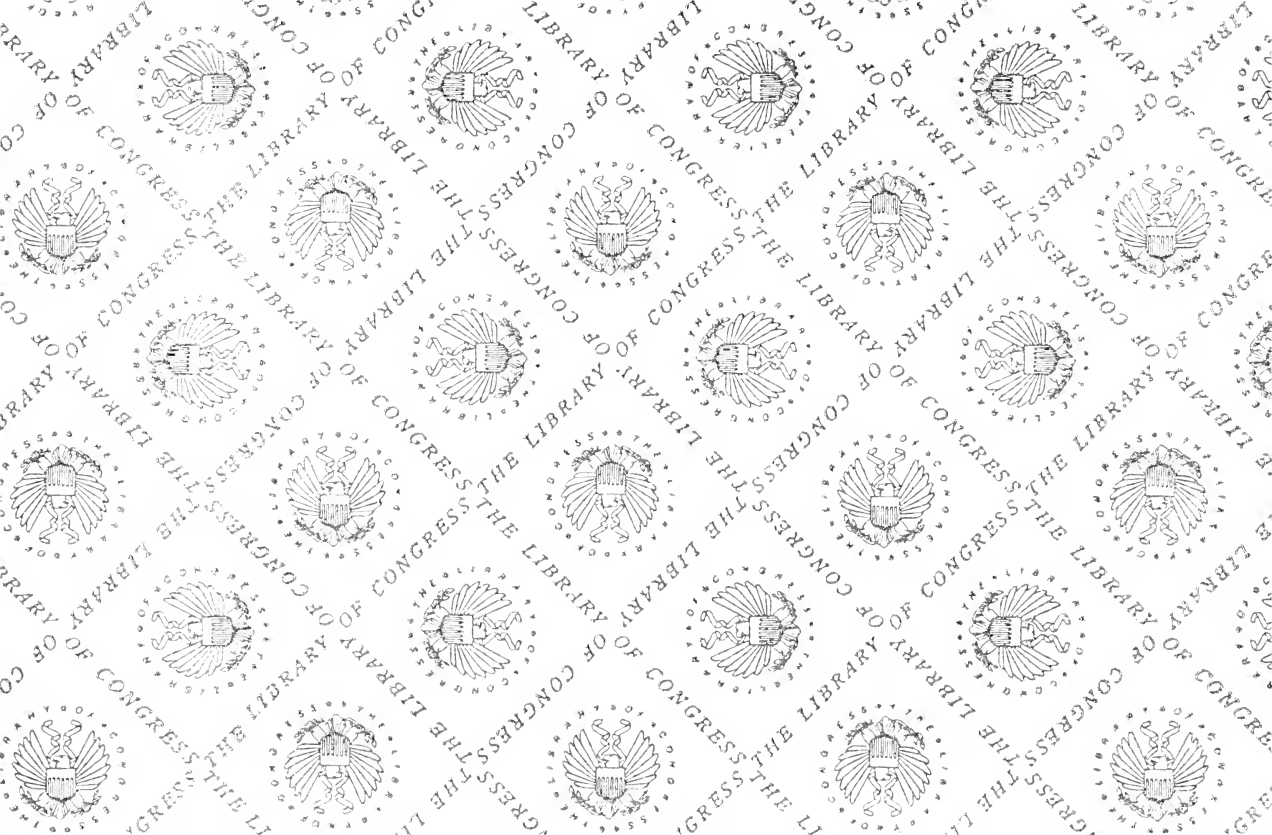
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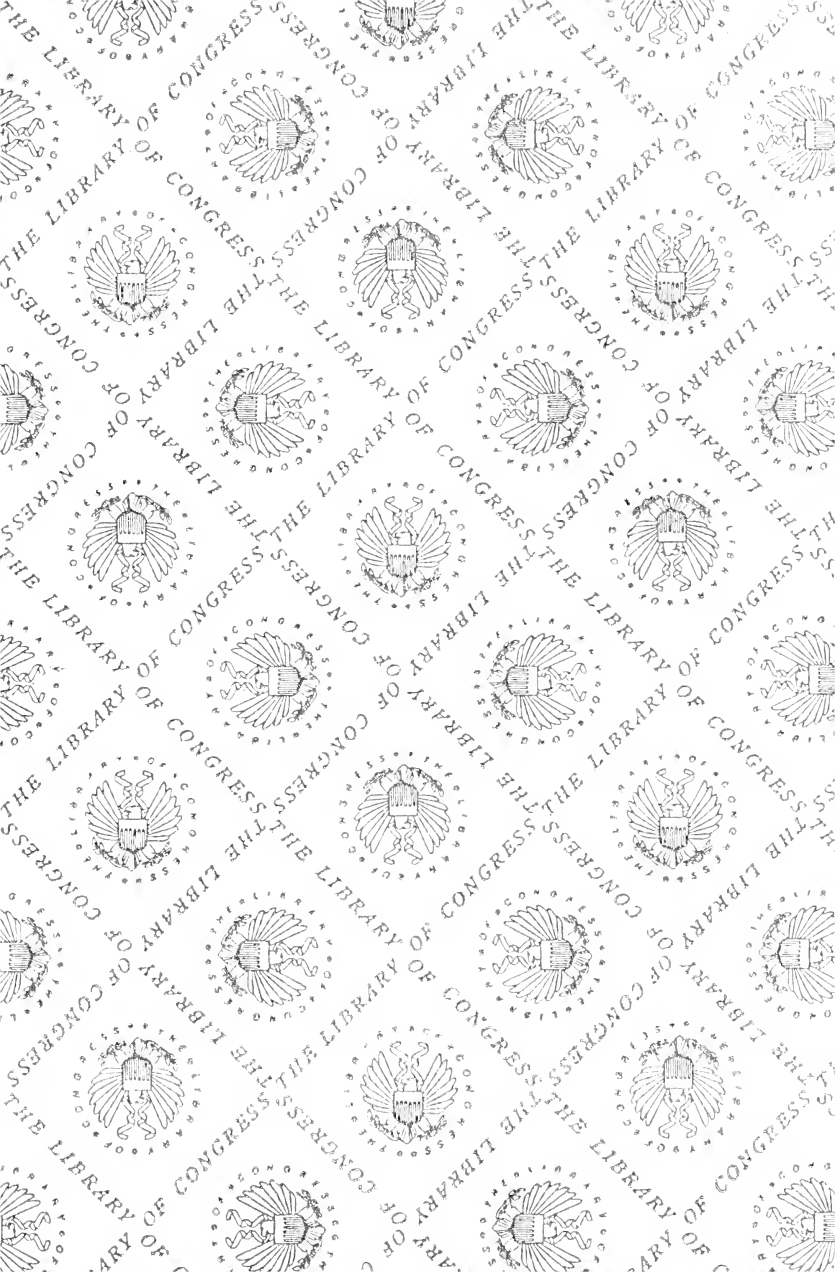
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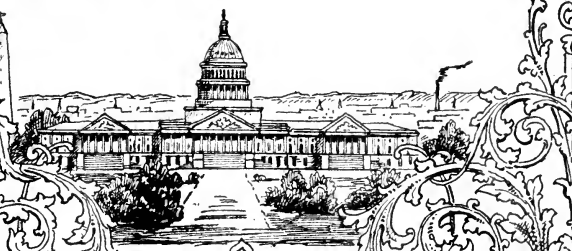
# A Topical Analysis

OF

# United States History

AND

# Civil Government



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# A TOPICAL ANALYSIS

OF

# AMERICAN HISTORY

## AND GOVERNMENT

WITH

## LIBRARY REFERENCES

FOR

TEACHERS AND PUPILS

BY

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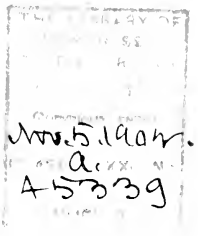
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# INTRODUCTION.

## THE IMPORTANCE OF A MANUAL IN THE STUDY OF HISTORY.

The busy teacher and the inexperienced student need some kind of aid in the assignment and preparation of the history lesson. The time has passed for the study of but a single text. A good text, supplemented with a few good reference books, is the later and better way to study history. The library work adds interest to the recitation and makes history a live subject. The student learns that his text is a mere outline, and that no one book, or set of books, contains all that is to be learned.

By the use of a good reference library, the class does not have to sit and listen to the same account from one small text, but each pupil adds what he has found in his investigation.

## TOPICS, QUESTIONS AND REFERENCES.

The topical analysis is meant to be suggestive rather than exhaustive, and is intended to stimulate thought and investigation.

Such topics and questions as do not seem suitable to the class may be omitted, and others may often be added. Students should learn to think history, and not make it mere memory work. The topics and suggestions in this manual have been tested by the author in both the High School and the Normal School, with excellent results.

The smaller, but most helpful, books are given as references; the most helpful under a given topic are generally printed in *italics*.

It will soon be discovered by the student that no one book is best on every topic, and that the best results are obtained by consulting several books in the preparation of a lesson.

GEOGRAPHY AND MAPS.

History can not be made a reality if the geography is unknown, hence, special attention is given to this phase of the work. If the best results are to be secured, the map work must not be neglected. It saves time to use the printed outline map, and the work is more satisfactory. Use colored pencils.

SPECIAL TOPICS.

Suggestive topics for individual investigation are given at the end of important periods, and will add much to the efficiency and interest of the work.

Here is a good opportunity to make use of the larger works and the sources, which will give reality and vitality to the study.

HELPS FOR THE TEACHER.

The teacher should read such works on method as Hinsdale's How to Study and Teach History, Mace's Method, Kemp's Method, Report of the Committee of Seven, and the instructions for teachers given in the best text books. It is better to obtain suggestions from a number of authors than follow one.

EIGHTH GRADE WORK.

This manual can be used by eighth grade pupils by omitting the more difficult topics and questions and using the smaller reference books, especially the different texts.

BOOKS REFERRED TO.

The books referred to in this manual have been found, by actual test in the schoolroom, to be the most helpful for secondary schools, and it is believed that several copies of a few of the best smaller reference books will give better results than single sets of the large and more expensive histories.

TERRE HAUTE, IND., Sept. 1. 1902.

# A TOPICAL ANALYSIS

OF

# AMERICAN HISTORY

## AND GOVERNMENT.

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### Geography and History.

I. The geographical influences affecting American history.
   1. Surface and soil.
   2. Climate and rainfall.
   3. Harbors and rivers.
   4. Natural resources.
   5. Adaptability of the continent to a variety of industries.
   6. Distance from other countries.

II. The effect of the above characteristics upon the early institutional life of the people.

III. Contrast the Atlantic and Pacific Slopes and determine which was better adapted for early colonization.

IV. Describe the Natural Highways into the interior and show how related to the growth of the Nation.

REFERENCES—Montgomery's L. F., 39–40. Channing's Students, 1–18. Thwaites, ch. i. Fisher's Col. Era, ch. i. Hinsdale's O. N.W., 1–5. Johnston's H. S., Map 1. Thomas, xiv–xvi. Hinsdale's How to Study and Teach History, ch. xv. Doyle i., 5–8. Shaler, in Winsor, Narrative and Critical History, chs. i–iii.

## Ancient America.

I. The antiquity of man in America.
   1. Evidences of the early existence of man in America.
   2. Origin of man in America—the different theories.

II. The native races.
   1. The inhabitants of Mexico and Peru.
      a. Of what race.
      b. Character of their civilization.
      c. The superiority of the inhabitants of Peru.
      d. Remains of their civilization.
   2. Pueblos and Cliff-Dwellers.
      a. Their home.
      b. Their civilization. (Fisher, 5-6.)
   3. The Mound Builders.
      a. Location and character of the mounds.
      b. Evidences that they were Indians.
      c. Purpose of their mounds.
      d. Relics obtained from the mounds, and the story they tell of the builders.

REF.—McLaughlin, 1-3; Fiske, 12-14; Fiske's Discovery of America, I; 1-28, 101-143, 140-146, II; 213-246, 294-297, 311-321.

   4. The Indians.
      a. Geographical distribution.
      b. Evidences of their Asiatic origin.
      c. Characteristics common to all tribes.
         (1) Personal appearance.

(2) Manners and customs.
(3) The totem, wigwam, weapons, wampum.
(4) Pursuits of men; of women.
(5) Their religion and government.

d. The three principal groups.
(1) The Algonquin family.
(a) Number and location.
(b) Their civilization.
(c) Principal tribes.
(2) The Iroquois.
(a) Number and location—importance of their location.
(b) Their characteristics.
(c) Principal tribes.
(3) The Muskhogees, or Southern Indians.
(a) Their home.
(b) The different tribes.
(c) Compare with the other two groups.

REF.—Montgomery's L. F., 40–47; McLaughlin, 3–4; McMaster, 66–9; Fiske's Discovery of America, I; 28 ff.; *Thwaites*, 7–16; *Fiske's* text, 1–12; Fisher, 5–11; *Doyle*, I: 9–15; Thomas, 1–6; Johnston's H. S., 1–2; Sheldon, 51–56; Harper, V: 30–36.

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**Special Topics for Individual Work.**

Inhabitants of Mexico.
Indians.
Mound Builders.

## Discovery and Exploration.

I. Voyages of the Northmen.
   1. The Vikings—their home and settlement of Iceland and Greenland.
   2. Leif Ericson's visit to Vinland.
   3. The "Sagas"—their trustworthiness.
   4. Why of little importance?

REF.—McLaughlin, 4–6; Montgomery's L. F., 2–4; Fiske's Discovery of America, I: 148–250; Channing's Student's History, 22–44; Sheldon, 6–11; Thwaites Colonies, 21–23; Fiske's History, 19–21; Montgomery's Students, 1–2; Thomas, 6; Harper's Cyclopedia, X; 68–80; Hart, etc., i; 28–34; Old South Leaflets, No. 31; American Hist. Leaflets, No. 3.

II. Influences that led to the discovery of America.
   1. The Crusades, 1096–1299.
      a. Purpose and character of.
      b. Effect on trade, travel and learning.
   2. Travels of Marco Polo in Asia.
      a. His book and its value. (Fiske, Discovery, I: 280-6.)
      b. Information of Asia given by Marco Polo. (Sheldon, 12-16.)
   3. Sir John Mandeville's book—its influence.
   4. Commerce with the East.
      a. Its character and importance.
      b. Trade routes and their difficulties (see map, Fiske's Hist., 22).
      c. Rivalry between Venice and Genoa.
   5. Inventions—gunpowder, mariner's compass, printing press.

6. The Renaissance and its influence.
7. Fall of Constantinople, 1453—effect on learning and trade.
8. The Portuguese explorations, 1418–1487.
   a. The desire for a new commercial route —causes.
   b. Prince Henry the Navigator.
      (1) His plan to reach the East.
      (2) Exploration of the western coast of Africa, and the results.
      (3) Results of Prince Henry's work.
   c. Diaz's discovery of Cape of Good Hope, 1487.
9. The influence of Christianity.

REF.—McLaughlin, 6–10; Montgomery's L. F., 4–6; Sheldon, 12–17; Fiske's text, 21–25; Channing's Students, 24–25; Thomas, 7; Old South Leaflets, No. 32; Fiske's Discovery, I: 256–294, McMaster, 9–11; Fisher, 12–13; Thwaites, 23–24; Doyle, I: 18–19; Flickinger's Civil Government, 34–35; Montgomery's Students, 3–4.

III. Columbus and the Discovery of America, 1492.
1. His early life and education.
2. His experience as a seaman.
3. His home in Portugal, and its influence.
4. His plan to reach the East.
   a. Ideas upon which his plan was based—source of ideas.
   b. Toscanelli and his letter to Columbus.
      (1) Contents of the letter, and its importance.
      (2) His chart, and its influence.

c. Mistaken theories of Columbus, and their importance.
d. Difficulties in the way of carrying out his plan.

5. His efforts to secure aid.
6. His discoveries.
   a. His first voyage.
      (1) His fleet and crew.
      (2) Incidents of the voyage.
      (3) His success, and its effect.
   b. Other voyages, and his death.
7. The common belief at the time in regard to his discoveries.
8. Result of his discoveries.

REF.—Montgomery's L. F., 6–18, 47–49; McLaughlin, 10–18; Channing's Students, 25–31; Sheldon, 3–6, 19–27, 29–31; Johnston's H. S., 3–7; McMaster, 11–14; Fisher, 13–14; Thomas, 9–10; Montgomery's Students, 4–8; Longer accounts: Harper's Cyclopedia, I: 112–121; II: 250–257; Fiske's Discovery, I: 335–342, 348–361, 377, 381, 384–5, 446, Fiske's Old Virginia and Her Neighbors, 7–8; Hart, etc., I: 35–48.

IV. The Bull of Demarkation, 1493.
   1. Its nature and importance. (McLaughlin, 24; Fisher, 14–15.)

V. The Cabot Voyage, 1497.
   1. Indicate on map coast explored.
   2. Its importance.

VI. The Naming of America.
   1. Americus Vespucius, 1499.
   2. The name, America, by whom and how first used.

VII. Other Discoveries and Early Settlements—Describe, and state importance of each.

1. *Spanish.*

   a. Florida, by Ponce de Leon.
   b. Pacific Ocean, by Balboa.
   c. Circumnavigation of the globe.
   d. Conquest of Mexico by Cortez.
   e. Conquest of Peru by Pizarro.
   f. De Soto, and the discovery of the Mississippi River.
   g. Coronado's search for the "Seven Cities."
   h. Character of Spanish rule.

2. *French.*

   a. Coast explored by Verrazano—indicate on map.
   b. Cartier, and the St. Lawrence.
   c. The Huguenots' attempt to settle in America.
      (1) Cause.
      (2) First attempt at Port Royal, 1562.
      (3) Settlement in Florida, 1564.
      (4) Destruction of the French colony by the Spanish, and the founding of St. Augustine, 1565.

REF.—Sheldon, 31–41, 46–49; McLaughlin, 14–24; Montgomery's L. F., 18–33; *Channing's Students*, 31–47; Johnston's H. S., 7–10; *Fisher*, 14–22; Thwaites, 24–34; *Fiske's text*, 30–51; Thomas, 11–14; Flickinger's Government, 35–40; Montgomery's Students, 9–17; Fiske's Discovery, II: 444–481, 504–510; Hart, etc., I: 107, 112; Harper's Cyclopedia, II: 64–66, 17–19, X: see index; Doyle, I: 19–25, 84–88.

IX. Review—Recite the connected story of the discoveries, giving date of each.

X. Special Topics for Individual Work.
   1. The Northmen.
   2. Commerce between Europe and Asia before 1492.
   3. Marco Polo.
   4. Prince Henry the Navigator.
   5. Columbus.
   6. Vasco da Gama.
   7. Conquest of Mexico.
   8. Conquest of Peru.
   9. Other topics.

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**The Colonial Period, 1606–1700.**

I. Motives for Colonization.
   1. Motives of the countries sending out colonies.
   2. Motives of the settlers.
   3. The special motive of each country.

II. The Different Ideas of a Colony.
   1. The old and narrow view.

2. The newer and more liberal view.

III. The Colonial Policies—Compare. Contrast those of Spain, Holland, France and England.

IV. Conditions in the Seventeenth Century Favorable for the Planting of Colonies.
   1. Conditions in England; in other countries.
   2. Inducements in America.

V. Describe briefly the Civilization of Spain, France and England at this time.
   1. What was the character of the institutions each country tried to establish in America?
   2. Which was best suited to transplant to a new country?
   3. What new ideas did the English bring with them?

REF.—Thwaites, 45–55, 65; Doyle, I: 75–77, 101–104; *Fiske's* Beginning of N. E., ch. i; McLaughlin, 24 and foot note, 28–30, 33–34, Eggleston's Beginners, 73; *Hinsdale's* Government, 29–30; Fiske's Old Virginia, I: 46–50; Hart, etc., I: 145–164; Fisher's Colonial Era, 31; Flickinger's Government, 48; Larned's English History, 248–254.

VI. Preparation for English Colonization.
   1. The work of the English seamen—Hawkins, Drake, Frobisher, Davis and others.
   2. Attempts at settlement by Gilbert and Raleigh, 1579–1587.
      a. Their plan, and the cause of their failure.
      b. How related to the permanent settlement.

3. The defeat of the Spanish Armada, 1588.
4. Voyage of Gosnold, 1602.

REF.—Montgomery's L. F., 33–39, 51; Sheldon, 41–45; McLaughlin, 31–32; *Fisher*, 25–29; Johnston's H. S., 15–17; McMaster, 26–29; Thomas, 14–16; *Fiske*, text, 59–64; Doyle, I: 43–73, 105; *Channing's* Students, 47–53, 59–60. *Fiske's* Old Virginia, I; 15–40; Thwaites, 36–41, 52; Harper, VII; 369–374; Montgomery's Students, 18–20, 27.

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**The Southern Colonies, 1606-1700.**

## VIRGINIA.

I. Geography of the Southern Colonies.
   1. Describe: the surface, width of Atlantic slope, soil, climate, rivers, harbors and natural resources, and decide as to influence upon the industrial, political, intellectual, and social life of the people.
   2. Determine the advantages and disadvantages for the different occupations.
   3. Conditions favorable to country life and unfavorable to growth of cities and towns.

REF.—Fisher, 2–4, Map 1; Thwaites, 5–6, 96, Map 1; Montgomery's L. F., 39–40, Map between pp. 50–51; Doyle, I: 6; Shaler, Nature and Man in America, 230–233; Channing's Students, 12–14.

II. James I. and his Policy of Government.

REF.—Any English history.

III. The London and Plymouth Companies.
   1. Of whom composed.

2. Their object.
3. First Charter, 1606–1609.
   a. Grants of territory—represent on outline map.
   b. Rights and privileges granted to company, to settlers (Thwaites, 68).
   c. Restrictions.
   d. Government of the two colonies.
      (1) Authority exercised by the king.
      (2) Powers given to the Council in Virginia.
   e. Church and its effect.

NOTE.—This is England's first attempt at colonization.

REF.—McLaughlin, 36–37; Sheldon, 57; Montgomery's L. F., 52–53; *Thwaites*, 66–69, 108; *Fiske's* text, 65–67; Fisher, 32–34; Johnston's H. S., 18–19; Thomas, 19–20; McMaster, 29–30; Flickinger's Government, 49; Lodge, 1–3, 5–6, 54–57; Doyle, I: 108–112, 126; Hinsdale's Government, 30; *Fiske's* Old Virginia, I: 60–67; Harper, V: 467–468; Montgomery's Students, 28–29.

IV. The Settlement of Jamestown, 1607.
1. Character of the first settlers—leaders.
2. Location of Jamestown.
3. The first summer.
4. John Smith and his services to the colony.

REF.—McLaughlin, 37–40; Montgomery's L. F., 53–57; Sheldon, 58–61; Thwaites, 69–71; Lodge, 5–6; Doyle, I: 112–122; Fisher, 34–38; Eggleston's Beginners, 25–37; McMaster, 30–32; Fiske's text, 67–68, Channing's Students, 61–63; Johnston's H. S., 51–53; Montgomery's Students, 29–30; Flickinger's Government, 50; Thomas, 20–21; Cook's Virginia, 16–26; Harper, V: 119–121; X: 81–89.

V. The Second Charter of the London Company, 1609–1612.

1. Reasons for a new charter.
2. Changes made.
   a. In the company.
   b. In the territory—indicate on outline map.
   c. In the government.
      (1) In England.
      (2) In Virginia.
3. The Starving Time—cause.
4. Governor Dale's Administration.
   a. His reform and the effect.
   b. Character of his rule.

REF.—*McLaughlin*, 40–42; McMaster, 32; Montgomery's L. F., 57–58; Channing's Students, 63–65; Lodge, 7; Fisher, 39–41; Eggleston's Beginners, 38–40, 45–48; Doyle, I: 126–141, 151; Thwaites, 72; Fiske's Old Virginia, I: 144-146, 153–168; Montgomery's Students, 30–31.

VI. The Third Charter, 1612–1624.

1. Reasons for the change.
2. Changes made.
   a. In the character of the Company.
   b. In the power of the Company.
   c. In the government of Virginia up to 1619.
3. Representative government introduced
   a. The Great Charter, 1618–1619.
      (1) The Puritan influence in the

company (Channing's Students, 65).
(2) Its meaning.
(3) Its provisions.

b. The House of Burgesses.
(1) Of whom composed.
(2) Its part in the government.
(3) Its importance.

c. The General Assembly.
(1) Of whom composed.
(2) Its duties and powers.
(3) Time of meeting.

4. The written Constitution.
a. Its provisions.
b. By whom given.
c. Its importance.

REF.—McLaughlin, 45–48 and footnote 47; Montgomery's L. F., 59–60; Thwaites, 73; Montgomery's Students, 31–34; Channing's Students, 65–66; McMaster, 33; Fiske's text, 72–73; Fisher, 42–43, 44; *Lodge*, 9–12; Cook's Virginia, 113–114, 152; Sheldon, 77–79; Hart, etc., I: 218–225; Doyle, I: 158–160; Hinsdale's Government, 31; Flickinger, 51–52; Eggleston's Beginners, 54–56; *Fiske's* Old Virginia, I; 176–190, 243–244.

5. Cultivation of tobacco.
a. The beginning of its culture.
b. Its economic, political and social effects.

6. Introduction of slavery; 1619.
a. Indented white servants—number and character of.

b. Negro slavery.
(1) Its introduction.
(2) Its slow growth—cause.

7. The coming of women and their influence.

REF.—On 5-7; McLaughlin, 43-44; Montgomery's L. F., 58-59, 61-62; Lodge, 64-65, 67-72; Cook's Virginia, 33-40; *Montgomery's* Students, 32-33, 35-36; Thomas, 22; Fisher, 41-44; Thwaites, 74; Eggleston's Beginners, 57, 84-85; *Hart*, etc., I: 239, 298, 301; *Fiske's* Old Virginia, I: 174-177, 231, 188; II: 180-203.

VII. Royal Government Established, 1624.

1. King James's reason for making Virginia a royal colony.
2. Change made in the government.
3. Charles I. and his policy of government.
   a. Its effect on Virginia.
   b. Character of the government under the crown.
   c. Governor Harvey deposed—cause and significance of.

REF.—*McLaughlin*, 48-49; Thwaites, 74; Montgomery's L. F., 62; *Channing's* Students, 67-68; Fiske's text, 73-74; Thomas, 39-40; Lodge, 9-11, 46-49; Doyle, I: 177-182; *Fisher*, 45-48; Fiske's Old Virginia, I: 217-220; Cook's Virginia, 131-132.

VIII. Virginia During the Puritan Supremacy in England, 1642-1660.

1. Civil war in England and the execution of Charles I.
   a. Cause of the war.
   b. Significance of the king's execution.

2. Governor Berkeley's rule and the loyalty of Virginia.
3. Government of Virginia under the commonwealth.
   a. Governor Berkeley and the Puritans in Virginia.
   b. Navigation acts, 1645–1651.
      (1) Purpose and nature of.
      (2) Results.
4. The Cavalier exodus, 1649–1660.
   a. Cause.
   b. Character of the Cavaliers.
   c. Cavaliers of the same class as the Puritans—show.
   d. Influence of the Cavalier element.

REF.—McLaughlin, 49–50; Fiske's text, 74–76; Channing's Student, 69; Fisher, 48–49; Montgomery's L. F., 63; Students, 37–38; *Fiske's* Beginning of New Eng., 51; Cook's Virginia, 204, 230–232; Fiske's Old Virginia, II; 9–18, 25–29, 45; Eggleston's Beginners, 344–345; *Thwaites*, 75–76, 77, 104–105; Lodge, 14–18.

IX. Virginia under Charles II.
1. Berkeley again made governor.
   a. His ideas of a governor and the character of his rule.
   b. Laws passed in regard to religion.
2. Navigation laws made more restrictive.
   a. Changes made.
   b. Effect.
3. Berkeley's Report, 1671. (Hart, etc., I, 237.)

4. Grant to Arlington and Culpepper, 1763.
   a. Terms of grant.
   b. Action of the colonies.
5. Bacon's Rebellion, 1676.
   a. Causes.
   b. Its meaning and results.

REF.—McLaughlin, 51–53; Thwaites, 78–80, 104–106; Lodge, 22–23; Fisher, 49–57; Montgomery's L. F., 64–66; Students, 38–41; Sheldon, 86; Channing's Students, 120–122; Thomas, 40-41; Doyle, I: 192, 223, 243–252; Fiske's Old Virginia, II: 46–53; Hart, etc., I: 237–246; Harper, I: 242–244; Cook's Virginia, 220–292.

X. Suggestive Topics for Special Work.
   1. First American Assembly.
   2. England in 1600.
   3. Founding of Jamestown.
   4. John Smith.
   5. Cavaliers.
   6. Bacon's Rebellion.
   7. Virginia under the Commonwealth.

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**Maryland, 1632-1700**

I. The Baltimores.
   1. George Calvert—his history.
      a. His interest in colonization.
      b. His motive and attempts at colonization.
         (1) In the North.

(2) In Virginia.

2. Charter to Cecil Calvert.
   a. Boundaries of land grant—indicate on outline map.
   b. Terms of land grant.
   c. Powers conferred upon the proprietor —Limitations to his authority.
   d. Rights exercised by the colonists.
   e. Religion.
      (1) The probable understanding as to religion.
      (2) Tolerant spirit of the Calverts.

REF.—McLaughlin, 54–57; Sheldon, 70–71; Flickinger's Government, 55–56; Montgomery's L. F., 103–104; Montgomery's Students, 99–100; Thomas, 36–38; Johnston's H. S., 55–56; McMaster, 34–36; Channing's Students, 71; Thwaites, 81–82; Lodge, 93–97, 102; *Fisher*, 62–64; Doyle, I: 275–285; Fiske's Old Virginia, 1: 255–285; especially 269, 279, 280; *Eggleston's* Beginners, 220–236; *Fiske's* text, 124–126.

II. Settlement of St. Mary's, 1634.
   1. Condition of English Catholics.
   2. Instructions given by the proprietor to his brother. (McLaughlin, 58.)
   3. Number and character of the first settlers.
   4. Puritans in the colony.
   5. The conflict with Claiborne.

REF.—McLaughlin, 57–58; Thomas, 38; Montgomery's L. F., 104; Students, 100–102; Thwaites, 82–83; *Eggleston's* Beginners, 236–242, 250; Flickinger, 57–58; Hart, etc., I; 247–252.

III. Government of the Colony.
   1. Character of the government.

2. The legislature at first.
3. Growth of the representative system—cause.
4. The dispute as to the right to initiate legislation. (Channing's Students, 72.)

REF.—McLaughlin, 58-59; Flickinger's Government, 57-58; Thwaites, 82–83; *Fisher*, 67; Doyle, I: 276, 281–285; Lodge, 95–99; Channing's Students, 72.

IV. The Toleration Act, 1649.
1. The different religious beliefs in Maryland.
2. Character and purpose of the Act.

REF.—Montgomery's L. F., 105 and footnote; Students, 101; Thwaites, 84–85; McLaughlin, 59; Channing's Students, 72; Doyle, I: 305; *Lodge*, 96–102; *Fisher*, 64–65, 68–70; Thomas, 38–39; *Eggleston's* Beginners, 242–257; Fiske's Old Virginia, I: 267, 271, 272, 309–311, 316; Hart, etc., I: 291.

V. Political and Religious Disturbances, 1652–1658.
1. Overthrow of Baltimore's government.
   a. Cause, and changes made.
   b. Puritan rule.
2. Baltimore's rights restored—results.

VI. Maryland a Royal Province, 1691. Effects.

REF.—McLaughlin, 60; Fisher, 70–74; Montgomery's L. F., 105–108; Students, 103; Thwaites, 85–87; Fiske's text, 127–129.

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**The Carolinas, 1663-1729.**

I. The Country South of Virginia.
1. Its advantages for settlement.
2. Early attempts at founding colonies.

3. First permanent settlements, 1653 and 1663.
   a. Settlers from Virginia—cause.
   b. Second settlement—its location and distance from the first.

REF.—McLaughlin, 61; Fisher, 76; *Thwaites*, 87–89; Flickinger's Government, 61–62; Montgomery's L. F., 113–114.

II. Carolinas Granted to Lord Clarendon and Seven Associates.
   1. Terms and conditions of grant.
   2. Charles II's reasons for making the grant.
   3. Boundaries—indicate on outline map.
   4. Character and object of the proprietors.
   5. Privileges and rights granted to proprietors—to settlers.

REF.—*Channing's* Students, 119; *McLaughlin*, 62–63; Fisher, 76–77; Thwaites, 89–90; Lodge, 134–135; Montgomery's L. F., 113; Students, 110; Doyle, II; 76; Thomas, 42.

III. Plan of Government.
   1. By whom made and character of.
      a. Class distinction.
      b. Its failure and the significance of.

REF.—*McLaughlin*, 63–65; *Fisher*, 77–78, Thwaites, 90–91; *Lodge*, 136–138; Montgomery's L. F., 116; Thomas, 42–43; Johnston's H. S., 57–59; Flickinger's Government, 62; Doyle, I; 328–330.

IV. North Carolina.
   1. Early prosperity of Albermarle.
   2. Later settlers—character of.
   3. The government.

a. Self-government, to what extent.
b. The struggle with bad governors.

4. Occupations of the people—the scattered population—cause.
5. Religious freedom.
6. Slow growth of the Colony—reasons for.

REF.—Fisher, 79-80; Thwaites, 92; Thomas, 43-44.

V. South Carolina.

1. Settlement of Charleston, 1670.
2. The coming of the Huguenots.
   a. Cause.
   b. Character of.
3. The mixed population—describe.
4. Cultivation of rice and indigo—their importance.
5. The two districts—uplands and lowlands (Johnston's H. S., 61).
   a. Character of each.
   b. Difference in the inhabitants.
6. Condition of education.

REF.—Montgomery's L. F., 114-117; Thomas, 44; Fisher, 80-81; Thwaites, 93-95; Johnston's H. S., 60-62.

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**The New England Colonies, 1620-1700.**

## MASSACHUSETTS.

I. Geography of New England.

1. Describe the physical features of New

England and decide as to influence upon the institutional life of the people.

2. Determine the advantages and disadvantages for the different occupations.
3. Contrast with the conditions in the Southern Colonies.
4. Conditions favorable to the growth of towns and cities.

REF.—Thwaites, 5-6, 179-180, Map 1; Fisher, 2-4, Map 1; Thomas, xiv-xvi, Map 1; Channing's Students, 7, 12-14.

II. The Plymouth Company's Attempt at Settlement.

1. Motives for colonization.
2. The Popham Colony.
3. John Smith and New England.

III. The Council for New England, 1620.

1. Its relation to the Plymouth Company.
2. Objects of the new company (Fisher, 84).
3. Grant of territory.
4. Rights granted to the company.

REF.—*Fisher*, 82-85; McLaughlin, 67-68; *Thwaites*, 113-114; Channing's Students, 61, 73; Thomas, 23-24; Fiske's text, 85-86; Flickinger, 68.

IV. Religious Revolution in England.

1. The Protestant movement under Luther and Calvin—compare and contrast.
2. Changes made in the church in England during the reign of Henry VIII.
3. Progress made under Edward VI.

4. The reaction under Mary and its effects.
5. Progress made in the reign of Elizabeth.
6. Religious sects in England in 1620.
   a. Catholic.
   b. Protestant.
      (1) Episcopal.
      (2) Puritan.
         (a) Conformists.
         (b) Presbyterians.
         (c) Independents.
   c. Define and distinguish each sect.
7. The political phase of the Puritan movement.
8. Toleration at this time.

REF.—*McLaughlin*, 69, 70 and footnote; *Fisher*, 85–89; Thwaites, 114–115; Montgomery's Students, 60–61; Fiske's text, 86–87; *Fiske's* Beginning, 50–71; Eggleston's Beginners, 98–133, especially 114–121; *Montgomery's* English History, 187–233; Terry's English History, 596–97; Doyle, II; 11–14, 27–30, 33–35; Larned's English History, 262-275, especially 269–271, 275, 279; Flickinger's Government, 19–22; Harper, VII; 331–334.

V. Plymouth Colony, 1620.
   1. James I. and the persecution of the Independents.
   2. The Scrooby congregation.
      a. In England.
      b. The Pilgrims in Holland.

REF.—McLaughlin, 70–72; Thomas, 23–25; Montgomery's L. F., 76–77; Students, 61–64; *Fisher*, 89–93, 100–102; Thwaites, 116–117; Fiske's Beginning, 71–75; Eggleston's Beginners, 141–188; Channing's Students, 74–75; Sheldon, 65–67; Johnston's H. S., 30–32; McMaster, 40; Thomas, 24–25; Flickinger, 68; American Hist. Leaflets, No. 29, pp. 7, 15; Lodge, 341; Hart, etc., I; 167; Harper, VII; 209.

3. Emigration of the Pilgrims to America.
   a. Permission to settle on territory of London Co.
   b. Terms of partnership with London merchants.
   c. Voyage of the Mayflower.
   d. The Mayflower compact.
      (1) Cause.
      (2) The four declarations in the compact.
      (3) Its object and meaning.
   e. Founding of Plymouth, 1620.
      (1) The landing of the Pilgrims.
      (2) Character of the settlers—Leaders.
      (3) The first winter.
      (4) Government of Plymouth.
         (a) Who were freemen?
         (b) Early form of government.
         (c) Origin and growth of representative government.
      (5) Religion—to what extent religious toleration.
4. Later history of the colony.

REF.—McLaughlin, 71–74; Thomas, 25–28; Sheldon, 67–68, 80; *Channing's* Students, 74–80; *Montgomery's* L. F., 77–82; *Students*, 62–67; *McMaster*, 41–45; *Fisher*, 91–99; *Thwaites*, 116–124; Fiske's text, 88–91; Hinsdale's Government, 32, 423; *Flickinger*, 69–70; Johnston's H. S., 30–32; *Fiske's* Beginning, 81–86, 105–108; Doyle, II: 27–64; Eggleston's Beginners, 172–181; Hart, etc., I; 340–348; II: 52–55; Harper, VII; 209–213.

VI. Massachusetts Bay Colony, 1628–1700.

1. Charles I. and Parliament.
   a. Strength of the Puritan party.
   b. Charles I.'s idea of government.
   c. The Petition of Right, 1628—its most important provisions.
   d. Archbishop Laud and the Puritans.
   e. Parliament dissolved, 1629–1640.

REF.—*McLaughlin*, 75; Montgomery's L. F., 82–84; Montgomery's English History, 239–243; Larned's English History, 372–384; Fisher, 108; *Terry's* English History, 647–660; Eggleston's Beginners, 188–196; Fiske's Beginning, 98–100; *Flickinger*, 23–24.

2. The Puritan emigration, 1628.
   a. Settlement of Salem.
      (1) By whom settled.
      (2) The grant of land—extent of—locate on outline map.

REF.—Thwaites, 124–125; Sheldon, 80–81; Montgomery's L. F., 84–85; Students, 68; McLaughlin, 77–78; Fisher, 100–102; Eggleston's Beginners, 188–190, 199–202; Lodge, 343; Doyle, II; 82–87; Hart, etc., I: 366–370; Harper, VIII: 20–22.

3. Charter of Massachusetts Bay Company, 1629.
   a. Object of the Company.
   b. Object of the king in granting the charter.
   c. Powers granted to the Company.
   d. Rights and privileges granted to the settlers.
   e. Compare this charter with the London

Company's first charter and the one to Lord Baltimore.

REF.—*McLaughlin*, 78–79; Thomas, 28–30; Channing's Students, 80–81; Montgomery's L. F., 85–86; Thwaites, 125–126; Fisher, 102-103; Fiske's Beginning, 95–96; Lodge, 343; Johnston's H. S., 32; Doyle, II; 90–96; Hinsdale's Government, 33; Harper, VI: 128–131; VII: 229–230.

4. The Great Emigration, 1630–1640.
   a. Causes.
      (1) Immediate.
      (2) Fundamental.
   b. To what extent was it a political movement?
   c. Its meaning. (McLaughlin, 76.)
   d. Founding of Boston.
   e. Other settlements—locate.
   f. Character and purpose of these settlers—Leading men.
   g. Why did they settle in towns?
   h. The principles for which the Puritans stood.
   i. Compare with the settlement of Plymouth.

REF.—*McLaughlin*, 76–80 and footnote 79; Channing's Students, 81–82; Thomas, 30–31, 35; Thwaites, 126–127; Fisher, 108–112; *Fiske's* Beginning, 97–102, 140–146; Doyle, II: 97–103; Lodge, 344–346; Eggleston's Beginners, 208–215; Flickinger, 72; Hart, etc., I; 371.

5. Government of Massachusetts Bay.
   a. Who could participate in the government?

b. Change in government by transfer of charter.
c. Who were freemen at first? Later?
d. How was the governor and other officers chosen?
e. The General Court, of whom composed —duties.
f. Origin and growth of representative government.

REF.—*McLaughlin*, 80–82; Thomas, 31–32; Channing's Students, 83–84; Montgomery's Students, 69–70; Fisher, 112–113; Thwaites, 127–128; *Fiske's* Beginning, 105–106; Doyle, II; 103–109; Lodge, 360; Sheldon, 80; Flickinger's Government, 72–75.

6. The Church and State in Massachusetts.
   a. Kind of Church established by the Puritans.
   b. Ideas in regard to religious freedom.
   c. The Puritan Sabbath.

REF.—McLaughlin, 82; McMaster, 48; Fisher, 104–108; *Fiske's* Beginning, 144–151, 154; Montgomery's Students, 71; Eggleston's Beginners, 211–212.

7. Education.
   a. Purpose of the first schools.
   b. First public schools, 1646.
   c. Higher education.
   d. The printing press, 1639.

REF.—McLaughlin, 83–84; Sheldon, 81; Montgomery's L. F., 88–89; Students, 74–75; Fiske's text, 95–96; Thwaites, 130; Lodge, 464; Fiske's Beginning, 151.

8. Religious persecutions.

a. Roger Williams.
   (1) His history up to this time.
   (2) Doctrines advocated.
   (3) How were his teachings regarded by the Puritans?
b. Were the Puritans inconsistent?
c. Results.

REF.—*McMaster*, 48–49; McLaughlin, 84–85; Montgomery's L. F., 86–88; Students, 72–73; Thomas, 32–33; Fiske's text, 97–99; Doyle, II: 113–140, 153; *Fiske's* Beginning, 114, 144–145; *Fisher*, 114–115; Lodge, 385–390; Thwaites, 132–133; Channing, 86; *Eggleston's* Beginners, 253–309; Hart, etc., I: 402.

d. Mrs. Anna Hutchinson.
   (1) Her teachings.
   (2) Banishment, and results.

REF.—McLaughlin, 86; *Thwaites*, 133–135; Lodge, 349–350; Fiske's text, 99; Fiske's Beginning, 117–120; Doyle, II: 136; Montgomery's Students, 73–74; Hart, etc., I: 382–387.

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**Rhode Island, 1636-1700.**

I. Flight of Roger Williams from Massachusetts and his winter with the Indians.
II. Founding of Providence, 1636.
   1. Object.
   2. Principle upon which the colony was founded.
   3. Religious liberty.
   4. Government.
   5. Settlements of Anne Hutchinson and others.

6. Charter granted to Rhode Island, 1644.
   a. Character of this charter.
   b. Kind of government organized under this charter.
7. Second charter, 1663. (McL., 92.)

REF.—McLaughlin, 85–87; Montgomery's L. F., 108–111; Students, 104–106; Fisher, 123–124, 136; Thwaites, 146–149; Lodge, 385; Sheldon, 71–72; Thomas, 33–34; Johnston's H. S., 41–42; Doyle, II: 179–189; *Channing's* Students, 87–89; Fiske's Beginning; Hinsdale's Government, 33; Flickinger, 80–82.

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**Connecticut, 1633–1700.**

I. First Settlements, 1633–35.
   1. When, where and by whom?
   2. Object of the first settlers.

REF.—McLaughlin, 87–88; Montgomery's L. F., 98; *Students*, 91–92; Channing's Students, 90; Lodge, 287–298, 346; Thwaites, 136–140; *Fisher*, 126; Fiske's Beginning, 123; Fiske's text, 100.

II. The Beginning of Hartford, Wethersfield and Windsor.
   1. Locate on outline map.
   2. When and by whom settled?
   3. Cause of these settlements.
   4. Thomas Hooker.
      a. His views of government.
      b. His relation to these settlements.

REF.—*McLaughlin*, 87–88 and footnote; Fiske's text, 100–102; Montgomery's L. F., 99; *Students*, 92–93, 94–95; Fisher, 127; Lodge, 348–373; Fiske's Beginning, 124–127; Doyle, II: 153–154, 157–189; Thwaites, 140–141; *Hinsdale's Government*, 33; Hart, etc., I: 412.

III. New Haven, 1638.

1. By whom settled?
2. Why a separate colony?
3. Peculiarities.
4. Government—fiction of the "Blue Laws." (Fisher, 201.)

REF.—Fiske's Beginning, 134–137; Lodge, 374; Thwaites, 144–146; Fisher, 129–130; Doyle, II: 190–199; Montgomery's Students, 95–97.

IV. The Written Constitution, 1639.

1. By whom prepared?
2. By whose authority?
3. Object of.
4. Who could vote?
5. For what is this Constitution remarkable?
6. Compare with Constitution of Virginia.
7. Government under this Constitution. (McLaughlin, 88.)

REF.—*McLaughlin*, 88; Montgomery's L. F., 100; *Students*, 94–95; Fiske's text, 102; Thomas, 35; Thwaites, 142–143; *Fisher*, 128; Doyle, II: 159–160; Thomas, 35; Flickinger's Government, 77–78; Hart, etc., I: 415–419.

V. Charter of Connecticut, 1662.

1. Limits of territory—indicate on outline map.
2. Rights and privileges granted to settlers.
3. Attitude of James II. towards the colony.

REF.—Flickinger, 79; Montgomery's Students, 97–98; Lodge, 376; Fisher, 150–162; Fiske's Beginning, 195; *Fiske's Dutch* and Quaker, 276.

### New Hampshire, 1623-1700.

I. Grant to Georges and Mason, 1622.
   1. Limits of.
   2. Division of grant.

II. First Settlements.
   1. By whom made?
   2. Motives of settlers.
   3. Political and religious views.

III. Its relation to Massachusetts.

REF.—McLaughlin, 89; *Montgomery's Students*, 86–88, L. F., 96–98 Fisher, 124–125; *Thwaites*, 152–153; *Lodge*, 397–405; Fiske' Beginning, 119–120, 154, 259; Doyle, II: 201–202, 204 210; Hart, etc., II: 55–58; Thomas, 36.

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### New England Colonies as a Whole.

I. Made up of what colonies?

II. The Pequod War, 1637.
   1. Causes.
   2. Events.
   3. Results.

REF.—McLaughlin, 89; Thomas, 64; Fiske's text, 103–104; Montgomery's Students, 94; Fiske's Beginning, 129–134; Lodge, 373–374; Fisher, 132; Doyle, II: 160–178.

III. The New England Union, 1643.
   1. Which colonies united? Represent on outline map..
   2. Causes.
   3. Purpose.

4. Nature of the Confederation.
5. Origin of principles in articles of union.
6. Why were Rhode Island and Maine not members?
7. Authority and duties of the commissioners?
8. Importance of this union.

REF.—*McLaughlin*, 90–91; Channing's Students, 92–95; Montgomery's L. F., 90; Students, 74–75; *McMaster*, 51–52; Fiske's text, 105–107; Fisher, 133–136; Lodge, 351; Thwaites, 154–156; *Fiske's* Beginning, 140–143, 158–160; American Hist. Leaflets, No. 7; Doyle, II; 220; Johnston's H. S., 43; Thomas, 64–65; *Hinsdale's* Government, 424–430; Hart, etc.' I; 447–451; Old South Leaflets, No. 51.

IV Persecution of the Quakers, 1656–1660.

1. Doctrines of the Quakers.
2. Why did they come to New England?
3. Treatment by the Puritans.
4. How related to growth of religious toleration?

REF.—McLaughlin, 91–92; *Montgomery's* L. F., 91–93; Students, 76–78; Thomas, 76; Fiske's text, 108; *Fiske's* Beginning, 144–145, 179–191; Lodge, 354; Fisher, 50, 73, 146, etc.; Thwaites, 165; *Channing's* Students, 105–107; Hart, etc., I; 481–486; Harper, VII; 342–345.

V. King Philip's War, 1674.

1. Causes.
2. Character of Indian warfare.
3. Results.

REF.—McLaughlin, 93; *Thomas*, 65–66; Montgomery's L. F., 93–94; Students, 78–80; Fiske's Beginning, 199–241; Fisher, 153–157; Fiske's text, 110–112; *Sheldon*, 83–85.

VI. Trouble with the Stuart Kings, 1660–1688.
   1. The colonies during the time of the Commonwealth, 1642–1660.
   2. Character of Charles II.
   3. Attack on Massachusetts.
      a. Cause.
      b. Purpose. (Channing's S., 123.)
      c. Result.
      d. Effects of annulling the charter.
   4. James II., and the rule of Andros.
      a. Power given to Andros, and the character of his rule.
      b. Extent of Andros's rule.
      c. The Revolution of 1688 in England.
         (1) Causes.
         (2) Bill of Rights, 1689.
         (3) Results in England, and in the colonies.

REF.—*McLaughlin*, 92, 94–96; Thomas, 70–75; Montgomery's L. F., 94–95; *Students*, 81–83; Fisher, 159–164; *Sheldon*, 96–100; Thwaites, 173–176; *Channing's* Students, 122–126; Fiske's text, 109; 112–115; Johnston's H. S., 45; Doyle, III; see index; *Fiske's* Beginning, 253 ff., 273; Larned's English History, 461, 464–67, 485; *Montague* Elements, etc., 146–148; *Flickinger*, 24–28, 76–77; Hart, etc., I; 463.

VII. Massachusetts's New Charter, 1691.
   1. Character of government under this charter—How different from first charter?
   2. Colonies included.

REF.—McLaughlin, 95; *Thwaites*, 176–177; *Channing's* Students, 127–128; Thomas, 75; Fiske's text, 115–116; *Fiske's* Beginning 273–276; *Montgomery's* Students, 83, 84–85; *Fisher*, 219.

VIII. Suggestive Topics for Special Investigation.
1. Salem Witchcraft.
2. Pilgrim Fathers.
3. The Great Emigration.
4. Roger Williams.
5. Thomas Hooker.
6. Quakers.
7. Local Self Government.
8. Rule of Andros.
9. Revolution of 1688.
10. Holland.

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**The Middle Colonies, 1609-1700.**

I. The Geography of the Middle Colonies.
1. Compare and contrast the physical features of the Middle Colonies with those of the New England and Southern Colonies.
2. Determine the influence upon the institutional life of the people.
3. Advantages over the other two sections.

REF.—*Thwaites*, 2–7, 218–220; Channing's Students, 1–20; Hinsdale's Old N. W., 1–5; Fisher, 1–4, Map 1; Shaler; Nature and Man in America, 229; Shaler, in his U. S., I; chs. i–iii, vii–ix.

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**New York, 1614-1700.**

I. Holland, 1600–1700.
1. Describe its civilization, and tell in what the Dutch excelled.

2. Compare with England in civilization, progress and enterprise.
3. The influence of the Dutch upon the English.
4. Rivalry between England and Holland in commerce.
5. Government of Holland.

REF.—*Fiske*, The Dutch and Quaker Colonies, I: 1–57, 244; McLaughlin, 96; Channing's Student, 95; Fisher, 177; Harper, IV: 404.

II. Henry Hudson, 1609.

1. Object of his voyages.
2. Importance of his discovery of the Hudson River.

REF.—Montgomery's L. F., 67–68; Students; Fiske's text, 129–130; Fiske's Dutch and Quaker, I: 85–92; McLaughlin, 97; Fisher, 177–178; McMaster, 36–37; Channing's Students, 95–96; Thwaites, 196.

III. Early Dutch Trading Posts, and the New Netherland Company.

REF.—McMaster, 37; Montgomery's L. F., 68; Students, 43; Sheldon, 69–70; *Thwaites*, 196–197; Fiske's text, 130; Fisher, 178–179; *Lodge*, 285; Fiske's Dutch and Quaker, I: 102–110.

IV. Dutch West India Company, 1621.

1. The Company's charter.
   a. Territory.
   b. Powers given to the corporation.
   c. Limitation of authority.
2. Object of the Company—Compare with object of Massachusetts Bay and London Companies.

REF.—*McLaughlin*, 98; Fisher, 179–180; Fiske's Dutch and Quaker, I: 111–112; McMaster, 37; Flickinger, 94–96; Harper, III: 168, VI: 427.

V. New Netherlands.

1. First settlers.
2. Territory included.
3. Settlement of Albany—the Walloons.
4. Founding of New Amsterdam.
   a. Advantages of the location.

REF.—*Thwaites*, 197–198; McLaughlin, 98; Fiske's text, 130–131; Fisher, 180–181; Sheldon, 69–70; Johnston's H. S., 67–69; Fiske's Dutch and Quaker, I: 1–2, 112–115, 131–132; Hart, etc., I: 529.

VI. The Patroons, 1629.

1. Slow growth of the Dutch colony—cause.
2. Object of the patroon system.
3. Why so called?
4. The charter of "Privileges and Exemptions."—Purpose.
   a. Land grants.
      (1) Conditions.
      (2) Size of an estate.
   b. Privileges and powers of the patroon.
   c. The colonists
      (1) Inducements.
      (2) Restrictions.
   d. Relations of patroons and their tenants.
5. Failure of the system—cause.

REF.—Montgomery's L. F., 70–71; *Students*, 44–45; Fiske's text, 131; Thwaites, 198–200; *McMaster*, 38; Channing's Students, 96–97; Fisher, 181–183; Lodge, 286, 288; Thomas. 48; *Fiske's* Dutch and Quaker, 133–140; Harper, VI: 391–92; VII: 84–85.

VII. The Encroachments of the Swedes.

1. Origin of New Sweden, 1638.
   a. By whose authority?
   b. First settlement.
2. Why had Sweden no right to make such a settlement?
3. Conquest by the Dutch.

REF.—McLaughlin, 101–102; Thwaites, 201, 207–209; *McMaster*, 38–39; Channing's Students, 98; Fisher, 183; Montgomery's L. F., 111–112.

VIII. Government.

1. Character of.
2. Governor—how appointed?
3. Had the people any part?
4. Kieft and Stuyvesant.
   a. Character of their rule.
   b. The struggle for political rights.
5. Compare with the English colonies.

REF.—Montgomery's L. F., 71–73; *Students*, 46–47; *Thwaites*, 200–201; *Fiske's* text, 131–132; Channing's Students, 97; *Fisher*, 184–186; Lodge, 289–293; *Fiske's* Dutch and Quaker, I: 221–228; Harper, VII: 398–399.

IX. The Mixed Population; Religion.

1. Compare with New England.
2. Advantages and disadvantages of the mixed population.

3. Religious freedom—Persecution of the Quakers.

REF.—Thwaites, 201; Montgomery's Students, 47–48; McMaster, 102; Lodge, 318–319; Channing's Students, 107; *Fiske's* Dutch and Quaker, 230–237.

X. Conquest of New Netherland, 1664.

1. Cause.
2. Condition of New Netherland when it became New York.
3. Importance of this conquest.
4. Change in name.
5. English rule.
   a. Changes made.
   b. The "Duke's Laws."
6. Recapture by the Dutch, and final cession to England.
7. Charter of Liberties, 1683.

REF.—McLaughlin, 102–103; *Thwaites*, 202–206; Fiske's text, 133–136; Montgomery's L. F., 74; *Students*, 48–49; Channing's Students, 111–112; Lodge, 294–295; Fisher, 187–193; McMaster, 55; *Flickinger*, 97; Fiske's Dutch and Quaker, I: 277–292; Johnston's H. S., 69–72; Thomas, 45–48; Hart, etc., 537–541; Harper, VI: 395–397.

XI. The Leisler Revolution, 1688.

1. Cause.
2. Character of.
3. First Colonial Congress, 1690.
   a. Purpose.
   b. Results.
4. Results.

REF.—Fisher, 193, 241–246; McLaughlin, 103–104; Fiske's text, 134–136; Thwaites, 206; Montgomery's Students, 51–52; Lodge, 299–302; Thwaites, 206; Fiske's Dutch and Quaker, 183–208; Harper, I: 544–547.

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**New Jersey, 1664-1700**

I. Grant to Berkeley and Carteret.
   1. Powers granted to the proprietors.
   2. Boundary of land grant.
   3. Plan of government—"*the Concissions.*"
   4. First settlers.
   5. Founding of Elizabethtown, 1665.

II. The Division of New Jersey.
   1. The Quakers in West New Jersey—their form of government.
   2. East New Jersey—William Penn—government.

III. A Royal Province, 1688.
   1. Government.
   2. Religious freedom.

REF.—*McLaughlin*, 104–107; Thwaites, 210–211; Thomas, 49–52; Fiske's text, 137; Montgomery's L. F., 75–76; *Students*, 56–59; Channing's Students, 112–113; Fisher, 194–198; Lodge, 263–272; Flickinger, 101–104; Fiske's Dutch and Quaker, II: 10–16.

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**Pennsylvania and Delaware, 1681-1700.**

I. Quakers.
   1. The three colonies built up by the Quakers.

2. Origin and doctrine of.
   a. George Fox.
   b. Their doctrines.
      (1) Complete toleration.
      (2) Complete equality of man—How taught?
      (3) Compare with ideas of the Puritans.
3. Influence of the Quakers.

REF.—*McLaughlin*, 107–109; Johnston's H. S., 73–74; *Montgomery's* Students, 76; *Fiske's* Dutch and Quaker, II: 109–113; Harper, III: 411; VII: 340–347.

II. William Penn.
   1. Early life of Penn.
   2. His conversion to Quakerism.
   3. His influence.

REF.—*McLaughlin*, 109–110; Fisher, 198–200; Channing's Students, 114; Thomas, 52; Fiske's Dutch and Quaker, II: 114–140; Harper, VII: 113–119.

III. Land Grant to Penn, 1681.
   1. Extent of grant—locate on outline map.
   2. Terms.
   3. Powers granted to Penn—restrictions.
   4. Regulations in regard to taxes and trade.
   5. Penn's object.

REF.—*Fisher*, 200–201; *McLaughlin*, 110–111 and footnote; Thwaites, 215; Montgomery's L. F., 118; *Students*, 116–117; Channing's Students, 114–115; Sheldon, 92–94; Fiske's text, 139; *Fiske's* Dutch and Quaker, II: 147–149, 151–153; Thomas, 52; *Flickinger*, 117–120.

IV. Emigration to Pennsylvania.
    1. Penn's letter to settlers in his province. (Fisher, 202.)
    2. The Quaker exodus, 1682.
        a. Cause.
        b. Why were the Quakers persecuted in England?
        c. Founding of Philadelphia—Advantages of location—Compare with New York.
    3. Penn's Constitution and Laws.
        a. His ideas of government—Compare with Thomas Hooker.
        b. Provisions of the Constitution.
        c. Laws passed by first Assembly.
    4. Penn's treaty with the Indians.

V. The "Territories," or Delaware (1703).

REF.—McLaughlin, 111–115; Note, p. 112; *Fisher*, 202–205; Montgomery's Students, 117–118; L. F., 111–113; Lodge, 230–238; *Fiske's* text, 140 and note 1; Channing's Students, 117–118; Fiske's Dutch and Quaker, II; 154–156; Thomas, 54–56; Johnston's H. S., 74–76; Flickinger, 120–122; Hart, etc., 1; 554.

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**Georgia, 1732.**

I. Oglethorpe.
    1. His career.
    2. His plan for a colony.
    3. His objects.

II. Charter of Georgia.
   1. Land grant.
   2. Authority of trustees.
   3. Inducements to settlers.
   4. Rights given to foreigners—purpose.
   5. Restrictions.
   6. Religious toleration.

III. The Founding of the Colony.
   1. Settlement of Savannah, 1733.
      a. Compare in time with older settlements.
      b. Character of settlers.
   2. Other settlers—where from—Character of.

IV. Slow Growth of Georgia—Cause.

V. A Royal Province, 1752—Cause—Effect.

REF.—McLaughlin, 125-127; Fiske's text, 150-152; Thwaites, 258-263; Montgomery's L. F., 122-126; *Students*, 122-128; Lodge, 187, 189-190, 198, 202-203; Sheldon, 95; *Fisher*, 303-312; McMaster, 55-56; Thomas, 57-58; Hart, etc., II: 110-114, 118.

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**Suggestive Topics for Individual Work.**

1. The Quakers.
2. Patroon System.
3. The Leisler Revolution.
4. William Penn.
5. Peter Stuyvesant.
6. The Indians.

*Review most important events with dates from the first.*

**The Struggle for Supremacy in America, 1689-1763.**

I. The relations of France and England during this period.
   1. In Europe.
   2. On the Ocean.
   3. Importance and meaning of the struggle in America.

REF.—*McLaughlin*, 129-130; Fiske's text 160-161; any good English history.

II. The French in America.
   1. Relation of the geography to the struggle.
      a. The St. Lawrence and Mississippi Valleys.
         (1) Describe, and state advantages and disadvantages for early colonization—notice especially the lower St. Lawrence Valley, its poor soil, etc.
         (2) Contrast with the Atlantic Coast.
      b. Observe the location and direction of other rivers, and determine their relation to the struggle between the French and English for dominion in America.
      c. Character of the country between the English and the French—its effect on the struggle.

2. Review the early discoveries of the French and their first attempts to make settlements, 1524–1564.
3. Settlement of Port Royal, 1604–5.

REF.—McLaughlin, 29; *Thwaites*, 31–34; Hinsdale's Old N. W., 9–10; *Fiske's* text, 50–52; Montgomery's L. F., 27; Students, 16–17. For Geography study maps.

4. Work of Champlain, 1608–1635.
   a. Why called the Father of New France?
   b. His discoveries.
   c. His plans.
   d. His work in Canada.
   e. His expedition against the Iroquois, and the results.

REF.—McLaughlin, 130–131; Thomas, 67; Sheldon, 62–64; Thwaites, 35–36, 196, 246; Johnston's H. S., 83–84; Fiske's text, 53; Montgomery's Students, 128–129; Hinsdale's Old N. W., 10–11, 21–25; Hart, etc., I: 125.

5. The Indian situation.
   a. The different tribes, and their civilization.
   b. Treatment of the Indians by the French; by the English.
   c. Work of the Jesuits.
   d. Tribes friendly to the French.
   e. The Iroquois, or Five Nations.
      (1) Their strength.
      (2) Territory occupied, and its importance.

(3) Their relations with the Dutch and English.

f. Relation of the Indians to the conflict of the French and English.

REF.—McLaughlin, 131–132, *see map* between pp. 2 and 3, footnote p. 3; *Thwaites*, 246, 248–250, 10–12; *Sloane's* French War and Revolution, 28–36; Hart's Formation of the Union, 24; Hinsdale's Old N. W., 24–25; Fiske's text, 54–55; *Thomas*, 62, 68; *McMaster*, 70–71; Fiske's War of Independence, 27–30.

6. French exploration and colonization, 1669-1750.

a. Discoveries of Joliet and Marquette; of La Salle.

(1) Object of La Salle.

(2) Importance of their work.

b. Settlements and posts established.

(1) Locate on outline map.

(2) Importance of.

c. The gateways and highways to the French territory—importance of.

REF.—McLaughlin, 133–135 and footnote; Montgomery's L. F., 126–130; *Students*, 129–134; Thwaites, 248; *Fisher*, 212–215; Fiske's text, 155–159; Hinsdale's Old N. W., 50–54, 64–65; Channing's *McMaster*, 60–65; Thomas, 68; Sheldon, 74–77; Flickinger's Government, 40; Hart, etc., I: 136–144; Harper, V: 140–143.

7. French colonization contrasted with the English.

a. In aims and objects.

b. In methods.

c. In self-reliance.
d. In relation to mother country.
e. In results.

REF.—*McLaughlin*, 135–138; Thwaites, 249–252; Sloane, 24–26; Hinsdale's Old N. W., 68–69; Montgomery's Students, 136; Hart, etc., II: 320.

III. The Intercolonial Wars, 1689–1748.

1. King William's War, 1689–1697.
   a. Cause.
   b. Scene of conflict.
   c. Parties engaged.
   d. Chief events.
   e. Results.

REF.—McLaughlin, 138; McMaster, 76–77; Fiske's text, 159–165; Thomas, 85; Montgomery's L. F., 131–132; Hinsdale's Old N. W. 56.

2. Queen Anne's War, 1702–1713.
   a. Name in European history.
   b. Cause.
   c. Recapture of Port Royal.
   d. Treaty of Utrecht.
      (1) Its provisions in regard to:
         (a) Territory — represent on map.
         (b) The fisheries.
         (c) The slave trade.
         (d) The "Five Nations."
      (2) Importance of this treaty.

REF.—*Channing's* Students, 131–132; *Terry's* History of Engl., 855, gives the articles of the treaty; McMaster, 78; Fiske's text, 165–166; McLaughlin, 138; Montgomery's Eng. Hist., 302–303 and footnote; Flickinger's Government, 42; Thwaites, 254–255; *Hinsdale's* Government, 56; Thomas, 85–86.

3. King George's War, 1744–1748.
   a. Cause.
   b. The thirty years' interval—how occupied by the French.
   c. Capture of Louisburg.
      (1) Its importance—see map.
      (2) Significance of.
   d. Treaty of Aix-la-Chapelle.

REF.—McLaughlin, 139; Thwaites, 255; Montgomery's L. F., 132–134; Students, 135–136; Fiske's text, 166–167; McMaster, 79–82; Thomas, 87; Flickinger's Government, 42; Hart, etc., II; 346.

IV. The French and Indian War, 1754–1763.

The Decisive Struggle.

1. Causes—immediate and remote.
   a. Rival claims to territory in North America.
      (1) Territory claimed by each nation.
      (2) Basis of each nation's claim.
      (3) What determined the territory of each nation?
      (4) The territory in immediate dispute—Virginia's claim to this territory.

(5) Value of territory in dispute.

b. Organization of the Ohio Co., 1749.

(1) Lords of trade—their relation to the colonies.

(2) Company of whom composed.

(3) Its object.

(4) Work of the Company.

REF.—McLaughlin, 140; Thwaites, 256; Montgomery's L. F., 134–135; Thomas, 89–91; Johnston's H. S., 86–87; Hart's Formation, 23, 25–26; *Sloane*, 22–23, 26; *Hinsdale's* Old N. W., 12–17, 58–66; Flickinger's Government, 43.

2. Conditions affecting the struggle.

a. Geographical.

(1) Advantages and disadvantages.

(2) Relation of the forests, mountains, lakes and direction of the rivers to the struggle.

b. The Iroquois Indians—their relation to the disputed territory.

3. Advantages and disadvantages of each nation in the war.

REF.—*Thwaites*, 219–220; Sloane, 22–24; McLaughlin, 135, and footnote, 143–145; Johnston's H. S., 85–86; Thomas, 63, 69, 89–90, 94; Hart's Formation, 27–28; Hart, etc., II: 352.

4. Important events.

a. Washington's first public service.

(1) Its object.

(2) In whose interest?

(3) Difficulties of the journey.

(4) Results.

REF.—*McMaster*, 84–85; Fiske's text, 168–169; Montgomery's L. F., 136; Students, 137; McLaughlin, 140; Fisher, 286–287; Sheldon, 103–105; Hinsdale's Old N. W., 61–62; Lodge's Washington, 62–74.

b. The beginnings.
   (1) Fort Duquesne built at the "Gateway of the West."
   (2) Washington at Fort Necessity, July 4, 1754.

REF.—McLaughlin, 140; Sloane, 37; Fiske's text, 169; Fisher, 288; Thomas, 91–92; Hart's Formation, 26.

c. The Albany Congress, 1754.
   (1) Called by whose authority.
   (2) Purposes of the convention.
   (3) Representatives.
   (4) Franklin's Plan of Union.
      (a) Nature of the union proposed.
      (b) Authority vested in the federal body.
      (c) Basis of representation.
      (d) Compare with the plan of the New England Union and the attempted union under Andros.
      (e) Why rejected by the colonies? by England? Significance of.
   (5) Results of this Congress.

REF.—McLaughlin, 139; Thwaites, 270–271; Johnston's H. S., 88–89; *Fisher*, 214–215, 237–238, Flickinger's Government, 208–209; Montgomery's L. F., 137–138; Students, 138; *Fiske's* text, 187–188; *Hart's* Formation, 28–30; Hinsdale's Old N. W., 125; Fiske's War of India, 31–36; McMaster, 26; *Fiske's* American Revolution, 5–10; Sheldon, 105–106; Thomas, 93; Hinsdale's Government, 433–437; Harper, I: 90–91; Hart, etc., II: 357–360; Flickinger's Government, 208–209; American Hist. Leaflets, No. 14; Old South Leaflets, No. 9.

d. Plan of the War—What determined the plan.

REF.—McMaster, 87; McLaughlin, 143; Hart's Formation, 28–30.

e. Events of 1775.
   (1) Braddock's defeat.
   (2) Removal of the Acadians—cause.
   (3) Johnson's defense of New York frontier.

REF.—*Fiske's* text, 170, 172; Fisher, 238, 289–290; Montgomery's L. F., 138–139; Students, 138–139; Sheldon, 106–108; McLaughlin, 142; Thomas, 94–95; Harper, I: 12–14; Hart, etc., II: 360; Lodge's Washington, I: 79–85.

f. War formally declared, 1756.
   (1) Name of this war in Europe.
   (2) Parties engaged.
   (3) The situation in Europe—condition of England and France at this time.
   (4) Strength of the French Colonies—of the English Colonies.

REF.—*McLaughlin*, 143–145; Sloane, 24; Hart's Formation, 27–28; Thomas, 96; McMaster, 89; Johnston's H. S., 90.

g. Campaigns of 1756 and 1757.
   (1) Montcalm and the French leaders.
   (2) French successes—cause.

REF.—McLaughlin, 146; Sloane, 52-61; Hart's Formation, 32; Fiske's text, 172; Thomas, 96.

h. Campaigns of 1758–1759.
   (1) William Pitt and his services.
   (2) Capture of Louisburg, Fort Duquesne, Niagara, Ticonderoga and Crown Point—importance of each.
   (3) Wolfe and the fall of Quebec.
      (a) Importance of Quebec.
      (b) Story of its capture.
      (c) Results.

REF.—*McLaughlin*, 147-148; Sloane, 62-98; Montgomery's L. F., 140; Students, 140-146; Sheldon, 109-112; Fiske's text, 171-172, 173-174; Thomas, 96-100; Johnston's H. S., 91-94; Hart, etc., II: 369; Hinsdale's Old N. W., 68; Harper, VII: 348-355.

4. Peace of Paris, 1760–1763.
   a. Its provisions in regard to:
      (1) Territory—indicate on outline map.
      (2) The Mississippi River.
      (3) The fisheries.

REF.—*Channing's* Students, 135; McLaughlin, 148; Montgomerys' L. F., 141-142; Students, 142; Sloane, 111; McMaster, 90-91; Hart's Formation, 34-37; Johnston's H. S., 95-96; Thomas, 100-101; American Hist. Leaflets, No. 5; Harper IX: 114.

5. Results of the French and Indian War.
   a. What the war decided.
   b. Make a list of the results.
   c. Show that it was a war for civilization.

REF.—*McLaughlin*, 148–150; *Sloane*, 112–115; Hinsdale's Old N. W., 68–69; *Hart's* Formation, 39–40; Johnston's H. S., 31–32; Thomas, 101; Woodburn's Leckey, 1–8.

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**Institutional Life in the Colonies.**

I. Likenesses and contrasts.
   1. Individuality to what extent.
   2. Sectional and local peculiarities—indicate.
   3. In what respects were the colonies similar.
   4. Basis for the division into three groups.
   5. Bond of union in the three groups.
   6. What had kept them apart—Illustrate.
   7. Compare the bond of union in the colonies and with England.

REF.—*McLaughlin*, 151–153; *Sloane*, 6–7; Montgomery's Students, 143–145, 148–150; McMaster, 100; Thwaites, 54–55, 58; Thomas, 78–84, 104–106; Channing's U. S., 1; Johnston's H. S., 77–79, 98; *Woodburn's Leckey*, 8–13.

II. Southern Colonies.
   1. Characteristics common to the Southern colonies—to what due?
   2. Population.
      a. Character of—to what extent English? Number.

b. Foreign element and its influence.
c. Slaves—per cent. of.

REF.—McLaughlin, 153; Fisher, 294, 295, 281; Montgomery's Students, 150; Channing's Students, 139–140; Thwaites, 96–98, 280–281; *Hart's* Formation, 3–5; *Lodge*, see index; Channing's U. S., 2–3, 4–5; Woodburn's Leckey, 24–30; Johnston's H. S., 54–55; McMaster, I: see contents.

3. Slavery and servants.
   a. Effect upon.
      (1) Industrial interests.
      (2) Growth of towns.
      (3) Accumulation of wealth.
      (4) Social life.
      (5) Schools.
   b. Treatment of slaves.
   c. Indentured white servants.

REF.—McLaughlin, 153–154; Fisher, 282, 57–58, 295; McMaster, 95–98; *Channing's* Students, 140–143; Thwaites, 98–100; 102–104; Thomas, 42; Hart's Formation, 19–21; Lodge, 67–71, see index. "Virginia," Channing's U. S., 12–16; Hart. etc., II: 291–311.

4. Social conditions.
   a. Grades of society.
   b. Plantation life.
      (1) Natural and physical reasons for the absence of towns.
      (2) The planter—describe.
         (a) His apparent wealth.
         (b) His real condition.
   c. The middle class—character of.

(1) How regarded by the upper class.
(2) Disadvantages of.

REF.—McLaughlin, 154–155; *Fisher*, 60–61, 282–284, 292; McMaster, 103–104; Thwaites, 100–101, 106–108, 110; Lodge, 66–67, 72–74, etc.; Channing's U. S., 9–11; *Hart*, etc., I: 301–306, II: 90–94, 99–100, 235, III: 27–31, 49–52· Lodge's Washington, I: 16–28.

5. Education.
   a. Opportunities for an education.
   b. The private tutor.
   c. Education of the common people.
   d. Illiteracy.
   e. Colleges.

REF.—McLaughlin, 156; Fisher, 51; Montgomery's Students, 157–158; *Channing's* Students, 145–147; Thwaites, 107–108; Doyle, I: 271–273; Lodge, see index; Woodburn's Leckey, 31.

6. Religion.
   a. The established church.
   b. The different denominations.
   c. Toleration—to what extent.
   d. Character and influence of the ministers.

REF.—Fisher, 48–50, 281–282, 274; Montgomery's Students, 153–154; *Channing's* Students, 143–145; Thwaites, 108; *Lodge*, 54–61; Channing's U. S., 18–20; Hart, etc., II: 283.

III. New England Colonies.
   1. Characteristics in common.
   2. Population—number and nationality.

3. Town life.
   a. Reasons for.
      (1) Natural and physical.
      (2) Other causes.
   b. Political and social influence of.
   c. Contrast with the South.

REF.—*McLaughlin*, 156–157; Fisher, 165; Montgomery's Students, 150; *Thwaites*, 180, 186, 265, 282; *Lodge*, see index, 145; Woodburn's Leckey, 13–18; Channing's U. S., 1–2; Hart, etc., II: 63–64; McMaster, I: see contents.

4. Industries.
   a. Variety of—to what due?
   b. The importance of farming.
   c. Manufacturing—to what extent.
   d. Commerce—its importance.
   e. Fishing.

REF.—McLaughlin, 157–158; Fisher, 175; Montgomery's Students, 150; *McMaster*, 98–99, 101–102; Thwaites, 184–186; *Lodge*, index; Channing's U. S., 5–8.

5. Religion.
   a. The different denominations.
   b. Influence of the Church.
   c. The growth of toleration.
   d. The character and influence of ministers.

REF.—McLaughlin, 159; *Fisher*, 231–233, 235, 171–173; Montgomery's Students, 153–154; Thwaites, 188–190; Lodge, see index; Channing's U. S., 16–17.

6. Education.
   a. Opportunities for culture—contrast with the Southern colonies.
   b. Public schools.
      (1) Character of.
      (2) To what extent.
   c. Colleges.
   d. Intelligence of the people.

REF.—McLaughlin, 159–160; Fisher, 168–170, 314, 318–320, 227; Montgomery's Students, 155–158; Hinsdale's Government, 39; Lodge, index; Woodburn's Leckey 32–33; Hart, etc., II: 255, 263–275.

7. Classes of society.
   a. Social distinction.
      (1) To what extent.
      (2) Compare and contrast with Europe and the Southern colonies.
      (3) Basis of.
   b. Dignity of labor—how regarded.
   c. Aristocracy—how different from that in the South?
   d. Slavery.
      (1) To what extent.
      (2) How regarded.
   e. Effect of democratic ideas.

REF.—McLaughlin, 160; Fisher, 170, 174–175, 165, 167; Thwaites, 181–183, 186–188; Lodge, index; Channing's U. S., 8–9; Hart, etc., II: 224–229, 238: III; 31–35.

IV. The Middle Colonies.

1. The distinguishing features of this group.
2. Compare and contrast with the other two groups in:
   a. Population.
   b. Diversity of nationality.
   c. Social conditions.
   d. Variety of industries.
   e. Education.
   f. Religion.

REF.—McLaughlin, 160; *Fisher*, 185–186, 189, 191, 244, 252–254, 258–259, 268–271; Montgomery's Students, 153–154; *McMaster*, 102–103; *Thwaites*, 220–232, 281–282; Lodge, index; Woodburn's Leckey, 18–24; Channing's U. S., 3–4; Hart. etc., II: 35–39, 41–44, 65–68, 87–89, 276.

V. Political Life in the Colonies.

1. Political features common to all.
2. Systems of local government.
   a. The New England township.
      (1) Its origin.
         (a) To what due.
         (b) Influence of physical conditions.
      (2) Its counterpart in England.
      (3) The township meeting and its influence.
      (4) Its relation to the general government.

REF.—McLaughlin, 163–164; Fisher, 167; Montgomery's Students, 146; *Hinsdale's* Government, 38–40; Thwaites, 57, 59, 192–194; Hart's Formation, 11–12; *Fiske's* Critical Period, 16–20, 31–34; Channing's U. S., 37; *Flickinger*, 9–12, 85–88.

b. The county.
   (1) Causes for this unit of government in the South.
   (2) To what extent due to physical conditions.
   (3) Results of this political organization.
   (4) Show that the local government of the South was representative and not democratic as in New England.
   (5) Contrast in results with the township system.

REF.—McLaughlin, 164–165; Hart's Formation, 12; Montgomery's Students, 147; *Hinsdale's* Government, 40–42; Fiske's *Critical* Period, 48, 57–66, 71, 78; Thwaites, 56; Channing's U. S., 38; Fiske's Old Virginia, II: 41–44; *Flickinger's* Government, 53–55, 59–61, 63–64.

c. The mixed system in the middle colonies.
   (1) To what due.
   (2) Local government to what extent.
d. Influence of these systems.

REF.—McLaughlin, 165–166; Montgomery's Students, 147; Hinsdale's Government, 42–44; Hart's Formation, 13; Fiske's Civil Government, 78–79; Thwaites, 57–58; *Flickinger*, 97–114, 122–129.

3. The central government of each colony.
   a. Its relation to the mother country.
      (1) To the king.
      (2) To Parliament.
   b. The three kinds of colonial government—name and define each.
   c. The three departments—to what extent developed.
   d. The legislature.
      (1) The two branches—how chosen.
      (2) Qualifications for voting.
      (3) Powers of.
         (a) In making laws.
         (b) In taxation.
         (c) In fixing salaries.
         (d) Restrictions.
   e. The governor.
      (1) How chosen.
      (2) His relation to the king or proprietor.
      (3) His powers and duties.
   f. The judiciary.
      (1) Judges—how chosen.
      (2) The court—of whom composed.
      (3) Salary of judges, by whom paid.
   g. "Lords of Trade."
      (1) Their relation to the king and colonies.

(2) Their duties.
(3) Their treatment of the colonies.

4. Civil, religious and political rights.
   a. To what extent.
   b. Limitations in political rights.
   c. Qualifications for voting and holding office.
   d. Compare with England.

REF.—Fisher, 208, 230; McLaughlin, 166–167; *Hinsdale's* Government, 27–30, 36–37, 43–46; Fiske's Critical Period, 154–157; Thwaites, 60–63; Montgomery's Students, 145–148; Hart's Formation, 13–17; McMaster, 105–108; Fiske's Revolution, II: 1–6; Channing's U. S., 26–31, 33–36; Flickinger's Government, 93–94; American Hist. Leaflets, No. 25.

VI. The Spirit of Liberty in the Colonies.

1. As shown by the people in the different colonies in maintaining their rights and privileges as Englishmen.
2. The struggle of Assemblies with governors.
   a. Nature of.
   b. Importance of.
3. Progress of self-government—compare with home government.
4. Effect of the Revolution of 1688.

REF.—*McLaughlin*, 118–125, 167; *Thwaites*, 59, 109–110, 265–267, 271–277; *Fisher*, 207–211, 225, 244–245, 249, 250, 264–265, 269, 280–285, 294, 298–300; Channing's Students, 130–131; Lodge, 301–307, 215–223, 361–366; Fiske's War of Ind., 14–25; Montgomery's Students, 160–162; McMaster, 106–108; *Sloane*, 10–21; Thomas, 61; *Flickinger*, 209–210; Hart, etc., II: 166–170.

## The American Revolution.

# A STRUGGLE FOR THE RIGHTS OF ENGLISHMEN. 1760-1775.

### Causes of the American Revolution.

I. Rights of Englishmen.

1. Make a list of English rights as given in the Magna Charta, the Petition of Rights, and the Bill of Rights.
2. To what extent did the colonists understand the rights of Englishmen? Illustrate.
3. Upon what grounds did the colonists claim the rights of Englishmen?
4. Contrast the rapid growth of English ideas and institutions in the colonies with their growth in England.
   a. The conditions in America favorable to their rapid growth.
   b. The reasons why the mother country did not keep pace with the colonies in this progress.

REF.—*Hinsdale's* Government, 54–57, 63; *Hart's* Formation, 5–10; Sloane, 116–124; Flickinger's Government, 15–23, 28, 31; Channing's U. S., 29–31; Fiske's War of Ind., 1–25; Old South Leaflets, Nos. 5, 19, 23; Fiske's Critical Period, 308–321, 325; Terry's English History, 260–261, 648–649, 813; Montgomery's English History, 106–107, 288 and appendix, ix, xvi, xiii; *Montague's* Elements of Eng. Const., 53–57, 119, 146–148; Harper, I; 344–347; IV: 146–153.

II. "The American Revolution was a step in the grand march of civilized man toward larger freedom and better political institutions, which began in Europe in the fifteenth century, and has continued until the present day." Hinsdale. Illustrate.

REF.—Hinsdale's Government, 54; McLaughlin, 212, footnote.

III. "The Proclamation of 1763."

1. Its object.
2. The three new provinces—boundaries of each.
3. "The Proclamation line"—represent on outline map.
4. Its relation to the colonies and its effect.
5. Provisions for the defense of the newly acquired territory.

REF.—McMaster, 110 and Map, p. 111; Channing's Students, 136, Map, 137; U. S., 27; *Hinsdale's* Old N. W., 120–146; Thomas, 107; American History Leaflets, No. 5.

IV. The English Government.

1. Condition in 1760.
2. Principles of.
3. Its growth compared with the industrial progress in England.
4. Representation at this time.
   a. Condition of.
   b. Causes.

5. Compare the American idea of representation with the English idea—Why the difference?
6. Franchise in England—compare with America.

REF.—*McLaughlin*, 169–171; Sloane, 116–117; *Channing's* Students, 162–166; Fiske's text, 192–194; Channing's U. S., 29–31; *Hart's* Formation, 43–44; *Thomas*, 109–110; McMaster, 115.

IV. Change in the English Colonial Policy, 1760.

1. Accession of George III.
   a. His theory of government.
   b. His character and policy.
2. The English theory of a colony—compare with the American theory.
3. The new colonial policy.
   a. Grenville and his supporters.
   b. Provisions of.
   c. By whom opposed and the reasons.

REF.—McLaughlin, 171–172; McMaster, 110–112; Montgomery's L. F., 152; Students, 163–164; Channing's Students, 153–154; U. S., 44–45; Hinsdale's Government, 57–59; *Sloane*, 105–107, 118–124; *Hart's* Formation, 40–41, 44–45; Fiske's text, 181; Thomas, 107; *Montgomery's* English, 330–332; Hart, etc., II: 373; Harper, VII; 415–416; IV: 46–50.

V. English Colonial Restrictions, 1651–1750.

1. Extent of colonial trade. (Sheldon, 125–132.)
2. The old theory of colonial trade.
3. Navigation laws and acts of trade.

4. Compare with the practices of other countries.
5. Objections to—cause.
6. Violation of the laws by the colonies—Why had they not been enforced?

REF.—Channing's U. S., 31–33, 41; Fiske's text, 181–182; McLaughlin, 172–173; Hart's Formation, 45–46; Fiske's War of Ind., 39–44; Fiske's Rev., I: 1–6; Hinsdale's Government, 59–60; Woodburn's Leckey, 38–42; McMaster, 108; Fiske's Critical Period, 134–136; Thomas, 108–109; Johnston's H. S., 43–44; American History Leaflets, No. 19; Harper, VI: 337–347.

## VI. Writs of Assistance, 1761.

1. Purpose.
2. Nature of.
3. Speech of James Otis—his arguments.
4. Show how the writs were a violation of English rights.

REF.—*Channing's* Students, 156–158; U. S., 42–44; *McLaughlin*, 173–174; Montgomery's L. F., 153 and footnote; Sloane, 124–126; Fiske's text, 182–183; Sheldon, 132–133; Montgomery's Students, 164–165; Fiske's War of Ind., 44–47; Hart's Formation, 46–48; Fiske's Revolution, I: 11–14; Hinsdale's Government, 61–62; *Woodburn's* Leckey, 48–49; Thomas, 109; Hosmer's Samuel Adams, 33–45; Woodburn's Orations, I: 11–17; 337–339; Harper, VII: 47–49, X: 457; Hart, etc., II: 374–378.

## VII.—The Parson's Case, 1763.

1. The question at issue.
2. Patrick Henry—his speech—theories of government set forth.
3. Significance of.

REF.—Channing's Students, 158–160; McLaughlin, 174–175; Fiske's Revolution, I: 18–20; Tyler's Henry, IV: Channing's U. S., 46–47; Fiske's War of Ind., 48; Harper, IV: 375–380; Hart, etc., II: 103–106.

VIII. The Stamp Act, 1765.

1. Nature of the act.
2. Reasons for its passage—why this form of tax.
3. Use to made of the revenue. (Thomas, 14.)
4. Reasons for the colonies opposing it.
5. Resistance to the act by the colonies.
   a. In Virginia—Henry's Resolutions.
   b. In other colonies—nature of.
   c. Sons of Liberty.
   d. Non-importation agreements.

REF.—*McMaster*, 112–114, 116–117; *Channing's* Students, 160–162, 166–168; U. S., 47–52; *McLaughlin*, 175–177; Sheldon, 134–136; Fiske's text, 188–190; Thomas, 110–112; Johnston's H. S., 102–104; Montgomery's L. F., 153–154; Students, 165–167; *Fiske's* War of Ind., 49–52; Revolution, I: 15–17, 18, 20; *Woodburn's* Leckey, 52–84; Sloane, 127–136; American History Leaflets, No. 21; Morse's Franklin, 96–107; Harper, VIII: 342–349; Hosmer's Samuel Adams, 46–61; Tyler's Henry, 57–68; *Larned's* English History, 534–536; *Woodburn's* Orations, I: 18–23, 340–343; Hart, etc., II: 381–394.

IX. The Stamp Act Congress.

1. By whom called?
2. Place and length of meeting.
3. Leaders and their influence.
4. Petitions and declarations of rights adopted.

a. Rights claimed.
b. Basis of rights claimed.

5. Significance of this meeting.

REF.—Channing's Students, 168–169; U. S., 52–54; *McMaster*, 115; McLaughlin, 177; Fiske's text, 190–191; Hart's Formation, 50–53; War of Ind., 53–56; Revolution, I: 21, 22–26; Sloane, 136–140; Johnston's H. S., 104–105; Thomas, 112; *Hart*, etc., II: 401–404, 407; Tyler's Henry, 69–76; Hinsdale's Government, 438–439; *Flickinger*, 211–212.

## X. Repeal of the Stamp Act and the Passing of the Declaratory Act.

1. Influence of the British merchants.
2. William Pitt's defense for the colonies.
3. Benj. Franklin and his influence.
4. Meaning of the Declaratory Act.

REF.—Channing's U. S., 55; McLaughlin, 178; Fiske's text, 191; War of Ind., 57–64; Revolution, I: 27; *Woodburn's* Leckey, 84–94; Sloane, 140; Johnston's H. S., 105–106; *Thomas*, 113–115; Montgomery's L. F., 155–156; Hart's Formation, 53; Channing's Students, 169–171; Hart, etc., II: 411; Harper, III: 58; VII: 416–417; Morse's Franklin, 118–132; Hosmer's Samuel Adams, 78–91.

## XI. The Townshend Acts, 1767–1770.

1. Name and define each act.
2. Object of.
3. Constitutional questions involved.
4. Resistance by the colonies.
   a. The "Farmer Letters"—the spirit of.
   b. Circular letter of Massachusetts—character of—purpose—effect.

c. The Virginia resolves, 1769.
d. Non-importation agreements.

5. Why were many people in England in sympathy with the colonies?
6. Changes made in 1770.
   a. The principle at stake.

REF.—McLaughlin, 180–181; Fiske's text, 194–196; Montgomery's L. F., 156–157; Students, 167; McMaster, 117–118; *Channing's* Students, 171–176; U. S., 56–60; Thomas, 115–117, 119; Sheldon, 139–140; *Fiske's* War of Ind., 64–72; *Revolution*, I: 29–31, 32–35, 42–45, 47–62, 64; *Woodburn's* Leckey, 105–125; Sloane, 142–158; Hosmer's Samuel Adams, 98–159; Hart, etc., II: 413–417, 423; Harper, VII: 473, 474.

## XII. The Boston Massacre, 1770.

1. Cause.
2. Statement of.
3. Effect on the colonies.
4. The historical importance of this event.

REF.—McLaughlin, 182–183; Hart's Formation, 56–57; Channing's Students, 177–179, U. S., 61–63; Montgomery's Students, 169–170; Thomas, 118–119; Sheldon, 140–142; McMaster, 118–119; Sloane, 158; Fiske's War of Ind., 72–76; Revolution, I: 65–72; Woodburn's Leckey, 127–130; Hosmer's Samuel Adams, 184.

## XIII. Burning of the Gaspee, 1772.

1. Office of the Gaspee.
2. The circumstances connected with the burning.
3. "The Commission of Inquiry"—effect of.

REF.—Sloane, 160–161; McLaughlin, 183; Hart's Formation, 57–58; Thomas, 119; Montgomery's Students, 168–169; *Channing's* Students, 180; U. S., 64; Woodburn's Leckey, 136.

## XIV. The Committee of Correspondence, 1773.

1. Origin of.
2. Its purpose and work.
3. Its importance.

REF.—*Sloane*, 160–162; McLaughlin, 183; Fiske's text, 199–200; War of Ind., 78–79; Revolution, I: 76, 79–80; Montgomery's Students, 169; Thomas, 120–121; Woodburn's Leckey, 138; Hosmer's Samuel Adams, 196–201, 218.

## XV. The Boston Tea Party, 1773.

1. The tea duty and the English East India Co.
2. The tea trick.
3. Tea sent to America, and its reception by the colonies.
4. The action at Boston.
5. Effect on the other colonies.

REF.—McLaughlin, 184; Hart's Formation, 58; Channing's Students, 181–183; U. S., 65–66; Fiske's text, 200–203; Sheldon, 142–143; Montgomery's L. F., 157–158; Students, 169–170; Fiske's War of Ind., 79–82; Revolution, I: 81–94; McMaster, 119–120; Woodburn's Leckey, 133, 153; Hosmer's Samuel Adams, 243–256; Sloane, 167–168; Johnston's H. S., 109–110; Thomas, 121–123; Hart, etc., II: 431; Harper, IX: 31–38; Old South Leaflets, No. 68.

## XVI. The Five Intolerable Acts, 1774.

1. The spirit in which these acts were passed. (McLaughlin, 184.)
2. The nature and purpose of each act.

3. Indicate on outline map the boundaries of the Quebec Act.
4. Principles involved.
5. Effect on Massachusetts.
6. Sympathy of the other colonies for Massachusetts—How shown? (Sheldon, 144–146.)
7. Effect on the colonies as a whole.

REF.—McLaughlin, 184–185; Montgomery's L. F., 158 and footnote; Students, 170–171; Hart's Formation, 59–60; Channing's Students, 183–184; U. S., 66–67; Fiske's text, 203; War of Ind., 83–84; Revolution, I: 95–97; *McMaster*, 120–121; *Woodburn's* Leckey, 165–175; *Thomas*, 123–125; Johnston's H. S., 110–111; Sloane, 169–171; Flickinger's Government, 143.

## XVII. The First Continental Congress, 1774.

1. Its origin and relation to the committee of correspondence.
2. Place of meeting, and length of session.
3. Colonies represented.
4. Most noted delegates. (Channing's Students, 185.)
5. Measures adopted
   a. Addresses.
   b. "The Articles of American Association"—purpose.
   c. The Declaration of Rights.
      (1) Basis for rights claimed.
      (2) Rights asserted.

(3) Compare and contrast with declaration of rights of the Stamp Act Congress.

d. The "Resolution" adopted—its meaning. (McLaughlin, 187.)

6. Effect in England. In America.

REF.—*Hart's* Formation, 60–63; *McLaughlin*, 185–187; Sheldon, 146–147; Fiske's text, 204; Revolution, I: 100–110; *Channing's* Students, 184–187; U. S., 68–69; Montgomery's Students, 171–172; *McMaster*, 121–122; Woodburn's Leckey, 180; Sloane, 171–178; *Hinsdale's* Government, 71, 440–444, 445–449; Flickinger's Government, 212–213; *Johnston's* H. S., 111–112; Harper, II: 315–316; Tyler's Henry, 97–101; Thomas, 125–127; Hart, etc., II: 434; Hosmer's Samuel Adams, see index.

XVIII. Outbreak of Hostilities, 1775.

1. The situation at the beginning of 1775.
   a. In England.
   b. In America.
2. The conflict at Lexington and Concord
   a. Cause.
   b. Paul Revere's ride.
   c. The battle.
   d. Effect.
3. Capture of Ticonderoga and Crown Point —Importance of.
4. Justification of the Revolution. (McLaughlin, 187.)

REF.—*McLaughlin*, 187, 189–191; Thomas, 127–129; Channing's Students, 187–188; U. S., 70; *Fiske's* text, 204–205; War of Ind., 85–87; Revolution, I: 120–127, 129, 131; Woodburn's Leckey, 198–201, 214; McMaster, 126–128; Montgomery's Students, 172–175; McMaster, 126–128; *Sloane*, 180–191; Sheldon, 148–151; Johnston's H. S., 114; Hart, etc., II: 546; Harper, V: 369–371.

**Suggestive Topics for Special Reports.**

1. Franklin's examination
2. Boston massacre.
3. Samuel Adams.
4. Committee of Correspondence.
5. Navigation Acts.
6. Commerce of the colonies.
7. Boston Tea Party.
8. Sons of Liberty.
9. The English government in 1765.
10. Battle of Bunker Hill.
11. Patrick Henry.

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**War of the Revolution, 1775-1783.**

## A STRUGGLE FOR INDEPENDENCE.

I Advantages and Disadvantages of the Colonies.

REF.—Hart's Formation, 70–73; Sloane, 192–194; Channing's U. S., 77–79; Students, 192–194; Montgomery's Students, 175–181.

II. Second Continental Congress, 1775.

1. Character of its members. (Johnston's H. S., 122-123.)
2. Its relation to the individual colonies.
3. Powers assumed and exercised. (Hart, 75-77.)

4. To what extent was its authority recognized by the individual colonies?
5. Work of this Congress.
   a. Character of.
   b. George Washington chosen Commander-in-Chief.
      (1) Reasons for the selection of Washington.
      (2) His fitness for the position.
   c. The last appeal to the king, and his response. (Channing's U. S., 82.)

REF.—Channing's Students, 197–201; U. S., 82; McLaughlin, 191; Montgomery's L. F., 162–163; Fiske's text, 205; War of Ind., 87–90; Revolution, I: 132–133; *Hart's* Formation, 73–77. *Hinsdale's* Government, 71, 73; Woodburn's Leckey, 205; McMaster, 129; Sloane, 195–198; *Johnston's* H. S., 120–123; Thomas, 131–132; *Flickinger's* Government, 213–214; Lodge's Washington, I: 125–132; Hart's, etc., II: 525–530; Harper, II: 317–319; X: 210–216.

III. Attempt to take Quebec, 1775.
   1. Object.
   2. Result.

IV. Siege of Boston, 1775–1776.
   1. Draw a map of Boston and vicinity.
   2. Advantages and disadvantages of each army.
   3. Battle of Bunker Hill.
      a. Fortification of Breeds Hill.
      b. The battle
      c. Results.

4. Washington in command—His difficulties.
5. The British evacuate Boston.

REF.—McLaughlin, 191–194; Channing's Students, 194–197; U. S., 72–82; Montgomery's L. F., 163–166; Students, 181–184; Fiske's text, 204, 206; War of Ind., 90–94; *Revolution*, I: 136, 138–146, 147, 154, 158, 169–171; Woodburn's Leckey, 203, 226–234; McMaster, 129–131; Sloane, 199–206; Sheldon, 152–157; *Johnston's* H. S., 124–127; Thomas, 132–134; Lodge's Washington, I: 133–152; Harper, I: 444–446.

V. Growth towards Independence.

1. The early attitude towards independence.
2. Causes for a change of sentiment.
   a. The refusal of the "Olive Branch" petition by George III.
   b. The early state constitutions. (Flickinger, 136–147.)
      (1) Causes.
      (2) Source of authority—their relation to the Continental Congress.
      (3) The Constitutions of New Hampshire and Virginia—the character and importance of.
   c. The resolution of Virginia, and its influence on the other colonies.
   d. Paine's "Common Sense," and its influence.
   e. The employment of Hessian soldiers.
   f. Influence of leading men.

g. The authority assumed and exercised by the Continental Congress.
h. Other causes.

REF.—*McLaughlin*, 194, 196; Thomas, 134–136; *Channing's Students*, 198–202; U. S., 83–85; *Sloane*, 206–226; Montgomery's L. F., 166; Students, 184–188; *Fiske's* Revolution, I: 156–161, 172–178; *Hart's* Formation, 74–78, 80–82; *Woodburn's* Leckey, 234–243; McMaster, 155; Johnston's H. S., 130; *Flickinger's* Government, 136–147; Hart, etc., II: 530; Hosmer's Samuel Adams, 332–350; American History Leaflets, No. 11.

VI. The Declaration of Independence.
1. Lee's Resolutions.
a. Nature of each resolution.
b. Debate on Lee's first resolution.
c. The vote on Lee's motion.
2. The committee on drafting a Declaration of Independence.
3. Jefferson's original draft.
a. His fitness for the work.
b. To what extent original.
c. Changes made by the other members.
(1) In the slavery clause.
(2) Other changes.
4. Origin of the ideas embodied in the document.
a. To what extent American.
b. To what extent English.
5. Its adoption, July 4th, and reception by the colonies—"Independence Bell.

6. Make a study of the document to determine the political principles found therein.
7. State the causes of the Revolution as given in the Declaration.
8. The feeling in England towards the independence of the colonies.

REF.—McLaughlin, 194–196; Sloane, 227–231; Channing's Students, 203–206, 607; U. S., 85–87; Fiske's text, 209–210; War of Ind., 97; Revolution, I: 183–197; Hart's Formation, 79–80; Mongomery's L. F., 167–168; Students, 185–186; McMaster, 131–135 and appendix; Sheldon, 158–162; Hinsdale's Government, 450–454; Woodburn's Leckey, 244–246; Morse's Jefferson, 32–40; *McDonnal*, 1–5; *Flickinger*, 215–217, 307; Johnston's H. S., 131; Thomas, 136–139; Harper, III: 35–57; Woodburn's Orations. I: 24–38, 344; Hart, II: 537; Sheldon, 158–162; Old South Leaflets, No. 3; American History Leaflets, No. 11.

VII. Loyalists, or Tories.

1. Character and standing of the loyalists.
2. Number and importance in the Revolution.
3. Reasons for their loyalty to the king.
4. Greatest number, in which colonies, and reasons.
5. Treatment by their countrymen.
6. Were they patriotic?

REF.—*Woodburn's* Leckey, 259–260, 384, 439, 493, 494; Sloane, 135, 239; *Montgomery's* Students, 178–179; Channing's Students, 224–255; U. S., 92, 97; Fiske's War of Ind., 12, 126; Revolution, I: 41; *Goldwin Smith*, 82, 90–95; *Sheldon*, 163–166, *Hart*, etc., II: 470–480; Fiske's text, 248–249; Harper, IX: 88–90; Hosmer's Samuel Adams, 274–291.

VIII. The Struggle for the Hudson and the Middle States in 1776.

1. Draw a map of New York and vicinity.
2. Reasons for the British wishing to secure the Hudson and the Middle States.
3. Washington's plan for defending New York.
4. The loss of New York city.
   a. Importance of this city.
   b. Strength of the two armies.
   c. Howe's effort towards conciliation.
   d. The battle of Long Island and the results.
   e. Washington's skillful retreat and the evacuation of the city.
5. Battle of White Plains.
6. The treachery of Charles Lee.
7. Washington's retreat across New Jersey.
   a. Purpose.
   b. Trace on map.
   c. Importance and result of.
8. The capture of Charles Lee by the British —his true character.
9. Washington's victories at Trenton and Princeton.
   a. Draw a map of the Delaware and adjoining country.
   b. Condition of Washington's Army.
   c. The confidence of the British and Tories.
   d. The feeling at home and abroad.

e. Describe Washington's victories.
f. Importance of.

10. Help from Robert Morris.

REF.—*McLaughlin*, 199–200; Sloane, 238–261; Channing's Students, 206–207; U. S., 83, 89–90; McMaster, 135–137; Fiske's text, 216–222; War of Ind., 119–123; Revolution, I: 198–248; Montgomery's L. F., 169–175; Students, 186–190; *Johnston's* H. S., 131–134; Thomas, 139–142; Sheldon, 166–168; Woodburn's Leckey, 248–280; Hart, etc., II: 484; Harper, V: 470; VI: 418–423; IX: 115–117; Lodge's Washington, I: 160–179.

IX. The Struggle for the Hudson and the Middle States in 1777.

1. Draw a map of the Hudson River and Lake Champlain.
2. Plan of the British and its purpose.
   a. What determined the plan.
   b. Objections to the plan.
   c. The English preparation for this campaign.
   d. Why did not General Howe fulfill his part of the plan?
   e. Burgoyne's advance and first successes.
   f. The work of General Schuyler, of Herkimer, Morgan, Arnold and Stark in this campaign.
3. Howe's expedition to Philadelphia.
   a. Reasons for.
   b. Battles between Washington and Howe around Philadelphia—results and importance of.

c. How did Washington's campaign against Howe aid in the defeat of Burgoyne?

4. Battles near Saratoga and the surrender of Burgoyne.
   a. Schuyler superseded by Gates—cause.
   b. Part taken by Morgan and Arnold in the final action.
   c. Terms of surrender.
   d. Make a summary of the reasons for the failure of Burgoyne.
   e. Results of the surrender of Burgoyne.

REF.—*McLaughlin*, 200–204; Channing's Students, 207–209; U. S., 90–93; McMaster, 137–141; Sheldon, 170–172; Montgomery's L. F., 176–179; Students, 190–194; Fiske's text, 223–231; War of Ind., 123–144; Revolution, I: 249–343; Woodburn's Leckey, 313–318, 321–327; *Sloane*, 262–281; Hart's Formation, 85; *Thomas*, 142–145; Harper, I: 447–450; IV: 65–66; VIII: 89–94; IX: 75–78; Hart, etc., II: 565; Lodge's Washington, I: 189–213, 225–231.

X. The Winter at Valley Forge, 1777–'78.

1. Locate Valley Forge.
2. Washington and his army.
   a. Their condition—cause—contrast with the British.
3. Congress and the Conway Cabal.
   a. Weakness of the Continental Congress.
   b. The feeling towards Washington at this time.
   c. The Cabal and its failure.

REF.—McLaughlin, 205–206; McMaster, 141; Montgomery's L. F., 180; Students, 194–195; Fiske's War of Ind., 145–150; Revolution, II: 25–48, 51–56; Lodge's Washington, I: 210–220; Sheldon, 169; *Woodburn's* Leckey, 318–321; Sloane, 281–287; *Thomas*, 145–147; Johnston's H. S., 143–144; Harper, X: 2–5; Hart, etc., II: 568; Lodge's Washington, I: 210, 214, 221 ff.

XI. The French Alliance, 1778.

1. The French Government at this time.
2. Benj. Franklin and his influence in France.
3. The treaties with France—nature of.
4. France's motives in aiding the Americans.
5. Effects in Europe; in America.
6. Lafayette and other foreigners who aided the Colonies.

REF.—McLaughlin, 204; Channing's Students, 211–212; U. S., 94; Thomas, 147–148; Fiske's War of Ind., 144–148; Revolution, II: 9–10; Johnston's H. S., 144–145; Hart's Formation, 85–87; Sheldon, 173–176; Woodburn's Leckey, 328; *Sloane*, 218–220, 288–292; Harper, III: 418–427, 471–472; V: 285; IX: 111–112; Hart, etc., II: 485, 574; Lodge's Washington, I: 237–263; Morse's Franklin, 228–276.

XII. Other Events in the North, 1778–'79.

1. Withdrawal of the British from Philadelphia.
2. Battle of Monmouth and treason of Charles Lee.
3. Capture of Stony Point.
4. The Massacre of Wyoming Valley.

REF.—McLaughlin, 206–207; Johnston's H. S. 145–147, 150; Thomas, 149–150; Channing's Students, 213; U. S., 95; Fiske's text, 231–233; War of Ind., 294–299; Revolution, II: 59–71, 85-90, 112; Sloane, 294-299; Thomas, 149-150; Harper, V: 337; Montgomery's L. F., 180-181.

XIII. War in the West, 1778–1779.

1. The importance of the Mississippi Valley.
2. History of the West up to this time.
3. The struggle for the possession of this territory.
4. The work of George Rogers Clark.
   a. Nature of.
   b. Importance of.

REF.—McMaster, 143; Sheldon, 177–180; McLaughlin, 242; Fiske's text, 233–234; War of Ind., 155–156; Revolution, II: 101–109; *Montgomery's* Students, 197–198; Thomas, 151–152; Hinsdale's Old Northwest, ch. ix; *Sloane*, 305–307; Roosevelt's Winning of the West, I and III: see contents; Hart, etc., II: 579; Harper, II: 183–192; Channing's Students, 242.

XIV. War on the Ocean.

1. Naval warfare, to what extent carried on by the Colonists.
2. Victories of Paul Jones—their importance.

REF.—*McMaster*, 146–149; McLaughlin, 207; Montgomery's L. F., 182; Channing's Students, 219–220; Sloane, 310–311; Thomas, 152–154; Johnston's H. S., 153–155; Fiske's War of Ind., 159–160; Woodburn's Leckey, 387; Fiske's Revolution, II: 116–129; Harper, V: 188–193; Hart, etc., II: 587.

XV. War in the South, 1778–1781.

1. Reasons for the British transferring the war to the South.
2. Plan of the British—contrast with their plan in the North.
3. First successes of the British.

4. Battle of Camden.
   a. Importance of this place.
   b. The confidence of Gates and his defeat.
5. Battle of King's Mountain.
   a. Condition of the American cause.
   b. The work of the backwoodsmen.
      (1) Character of these men.
      (2) The battle and its effect.

REF.—McLaughlin, 208–209; McMaster, 143–144; Montgomery's L. F., 181–183; Students, 199–200; Johnston's H. S., 155–161; Thomas, 160–161; Hart's Formation, 87–89; Sheldon, 183; Fiske's text, 234–235; Revolution, II: 164–195; Roosevelt, II: 241–294; Lodge's Washington, I: 264–292; Woodburn's Leckey, 383–402; *Sloane*, 312–324.

XVI. Treason of Benedict Arnold, 1780.

1. His services to his country.
2. Causes of his treason.
3. Nature of his treason.
4. Andre—his capture, trial and execution.
5. Later career of Arnold.

REF.—McLaughlin, 210; *Channing's* Students, 214–216; U. S., 95–96; Montgomery's L. F., 183–184; Students, 200–201; Johnston's H. S., 151; Thomas, 159; Sloane, 325–327, 329; Fiske's text, 237–238; War of Ind., 136, 143, 167–171; Revolution, II: 206–238; McMaster, 144; Sheldon, 181–183; Woodburn's Leckey, 403–418; Harper, I: 159–161, 215–220; Lodge's Washington, I: 273–280.

XVII. Green in Command in the South.

1. The situation at the beginning of 1781.
2. Green's difficulties.
3. Morgan's victory at Cowpens and its importance.

4. Green's retreat—trace on map—its importance.
5. Battle of Guilford Court House and its effect on Cornwallis.
6. Battles of Hobkirk's Hill and Eutaw Springs.
7. Green's rank as general.

REF.—Channing's Students, 216-218; U. S., 97-99; McLaughlin, 210-211; Montgomery's L. F., 184-186; Students, 202-205; McMaster, 144-146; Sheldon, 185; Fiske's text, 238-240; War of Ind., 172-175; Revolution, 250-268; Thomas, 161-162; Sloane, 330-336; Woodburn's Leckey, 439; Harper, IV: 394-396.

## XVIII. The Yorktown Campaign, 1781.

1. The situation at the beginning of the campaign.
2. Plans of Cornwallis.
3. Washington's plans.
4. Map of Yorktown Peninsula.
5. The position of Cornwallis at Yorktown.
6. Aid of the French fleet.
7. The siege of Yorktown and the surrender of Cornwallis.
8. Results.
9. Why did England fail to conquer the colonies?

REF.—McLaughlin, 211-212; Channing's Students, 218-219; U. S., 99-101; Montgomery's L. F., 186-188; Students, 205-207; Sheldon, 186-189; Fiske's text, 240; War of Ind., 177-181; Revolution, II: 273-283; Sloane, 337-347; Johnston's H. S., 162-165; Thomas, 162-165; Harper, X: 477-488; Hart, etc., II: 615-618; Lodge's Washington, I: 293-312.

## XIX. The Treaty of Peace, 1782–1783.

1. The commissioners of peace and their instructions.
2. The nations interested and their claims.
3. Jay's suspicions of Spain and France.
4. Boundaries proposed in the early discussion.
5. The provisions of the treaty in regard to.
   a. Boundaries—indicate on map.
   b. Fisheries.
   c. Private debts.
   d. Compensation of loyalists.
   e. Navigation of the Mississippi River.
   f. Slaves.

REF.—*McLaughlin*, 213–215; *Channing's Students*, 225–231; U. S., 102–105; Montgomery's L. F., 188–189; Students, 208; McMaster, 149–151; Fiske's War of Ind., 182; Woodburn's Leckey, 465–484; *Fiske's Critical Period*, 17–49; Sloane, 348–369; Johnston's H. S., 165–166; Thomas, 165–166; McDonald, 15–21; *Hart*, etc., II: 619–629; Roosevelt, II: 374–381; *Harper*, IX: 105–108; Lodge's Washington, I: 313–341; Morse's Franklin, 358 ff.

## XX. Finances of the Revolution.

1. The financial difficulties.
2. The ways in which Congress raised money and supplies.
3. To what extent did the individual colonies contribute to the expenses of the war?
4. Robert Morris and his services.

REF.—Fiske's text, 235–237; War of Ind., 161–162; Revolution, index; Sloane, 328; Channing's Students, 223; Hart's Formation, 89–92; Montgomery's Students, 179–181; Thomas, 154–158; McMaster, 198; Hart, etc., II: 594–605; *More's* Franklin, 294, 303–335.

## XXI. Results of the War of the Revolution.

REF.—Hart's Formation, 99–101; Channing's U. S., 105.

**Suggestive Topics for Special Work.**

1. Battle of Trenton.
2. The American loyalists.
3. Washington as a general.
4. Benj. Franklin.
5. Robert Morris.
6. Military importance of New York.
7. Valley Forge.
8. George Rogers Clark.
9. The West in the Revolution.
10. Paul Jones.
11. Marion and Sumpter.
12. William Pitt.

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**The Confederation, 1781-1789.**

I. The Formation of the Union.
   1. The relation of the colonies up to 1776.
   2. Change made in the relation of the colonies by the Declaration of Independence.
   3. The colonies reorganized as states.

a. By what authority. (Hinsdale's Government, 135.)
b. The new constitutions.
   (1) Their source and models.
   (2) Leading features of. (Fiske's C. P., 71–76.)
   (3) Emancipation Acts.
c. The change a transitional one—illustrate.
d. Why were the states more fully organized from the first than the general government?
e. To what extent were the states sovereign? (Hinsdale's Government, 69.)

4. Forces in America that tended to unite the colonies.
5. What causes had tended to keep the colonies apart?
6. Steps that led to the formation of the American union.
   a. Early consolidation of colonies—give examples of.
   b. The New England Union, 1643.
   c. Penn's Plan of Union, 1697. (Hinsdale, 431.)
   d. Wars with the French and Indians.
   e. The Albany Congress, 1754.
   f. The Stamp Act Congress, 1765.
   g. The First Continental Congress, 1774.

h. The Continental Congress, 1775–1781.
   (1) Source of its power.
   (2) Its nature.
   (3) Members—how appointed and paid.
   (4) Powers exercised.
   (5) Work done and its importance.
   (6) Time limit and manner of voting.

i. The adoption of the flag, 1777.

j. The war, 1775–1781.

REF.—*Hart's* Formation, 74–77, 81–82, 113–114; Channing's Students, 236; U. S., 107–108; McMaster, 155; Hinsdale's Government, 64–75, 423–437; Fiske's Critical Period, 64–78, 90–93; Walker's Making, 1–6; *Flickinger's* Government, 136–147, 206–217; Johnston's H. S., 171–172; Harper, II: 315–319; IX: 153–154, 155–156, 164–168; American History Leaflets, No. 14.

II. The Articles of Confederation, 1776–1781.

1. The committee on drafting the articles—by whom appointed?
2. Why were the states so long in adopting the articles?
3. Importance of their adoption. (Channing's U. S., 111.)
4. Compare and contrast Franklin's plan with the report of the committee. (Channing's S., 237.)
5. The nature of the Confederation—the different views. (Channing's S., 239, Hinsdale's Government, 77–78.)

6. Powers granted to the general government.
7. Powers granted to the states—prohibitions on the states. (Hinsdale's Government, 72–80.)
8. Defects in the Articles—make a list—the fundamental defect.

REF.—McLaughlin, 216–220; *Channing's* Students, 237–240; U. S., 108–112; McMaster, 155–159, 163–164; Sheldon, 168; Montgomery's L. F., 189; *Students*, 210–211; Hart's Formation, 93–95, 103–106; Johnston's H. S., 171–173; *Hinsdale's* Government, 77–83, 454–456; Fiske's Critical Period, 93–101; Walker's Making, 1–15; McMaster, I: 131–135, 258; Hart, etc., 539; *Flickinger*, 217–222, 311; Harper, II: 308–314; McDonald, 6–15; American History Leaflets, No. 20.

III. The Western Lands.

1. The claims of the different states.
   a. Represent on outline map.
   b. Basis for each state's claims.
   c. Arguments against.
2. Cessions by the different states.
   a. Made on what conditions.
   b. Importance of these cessions.
   c. The reservations of Virginia and Connecticut.
3. The authority of Congress over this territory.
4. The Ordinance of 1787.
   a. The preliminary plan of Congress.
   b. The final plan.

(1) Included what territory.
(2) Nature of the government.
(3) Most important provisions.
c. Importance of the Ordinance. (Roosevelt, III: 259.)

REF.—McLaughlin, 221-224; *Sheldon*, 199-212; *Channing's* Students, 241-249; U. S., 109-111, 113-115; McMaster, 160-162; Montgomery's L. F., 191; Students, 209-210; Hart's Formation, 107-109; Johnston's H. S., 173-175; *Hinsdale's* Government, 327-328, 330-333; Old Northwest, 263-279, 40; *Roosevelt*, III: 243-263; Fiske's Critical Period, 187-206; Walker, 39-40; Thomas, 168-169, 182-183; McDonald, 21-29; Morse's Jefferson, 75-76; Hart, etc., III: 138-146, 154-158; Old South Leaflets, No. 13; Harper, VII: 31-35; IX: 159.

IV. Causes Leading to the Constitutional Convention.

1. Weakness of the government.
2. Financial condition.
3. Attempts to amend the Articles.
4. Disputes between states. (Channing's U. S., 120.)
5. Shay's Rebellion in Massachusetts.
   a. Cause.
   b. Results.
6. Foreign relations.

Ref.—McLaughlin, 224; *Channing's* Students, 251-255; *U. S.*, 115-122; McMaster, 164; *Har's* Formation, 103-106, 109-113, 115-117; Johnston's H. S., 175-176, Hinsdale's Government, 82-25; Sheldon, 193-199; Montgomery's L. F., 189-191; Students, 211-214; Thomas, 169-171; Lodge's Washington, II: 1-47; Hart, etc., III: 120-137, 177-184, 191-194; Fiske's Critical Period, 34-186, 211-212; Walker, 14-18; Flickinger's Government, 226-227; Harper, II: 331; VII: 146-148; American History Leaflets, No. 28.

V. The Constitutional Convention, 1787.

1. Steps leading to the convention.
   a. Early proposals for a convention.
   b. The conference at Alexandria, 1785.
      (1) Its object and the result.
   c. The Annapolis Convention, 1786.
      (1) Purpose and results.
2. The Philadelphia Convention, 1787.
   a. Delegates—how appointed and their instructions.
   b. The personnel of the Convention. (Channing's S., 257; Hinsdale, 98.)
   c. Length of the meeting.
   d. Its purpose and the decision.
   e. Plans for a new constitution.
      (1) The Virginia plan—describe in full.
      (2) The New Jersey plan—compare —contrast with the Virginia plan.
      (3) Other plans.
   f. The three compromises.
      (1) The Connecticut compromise.
         (a) The question in dispute.
         (b) The national party and its ideas.
         (c) The state party and its ideas.
         (d) The compromise. (Hinsdale, 91–93.)

(2) Compromise on counting slaves.
  (a) As a basis for representation.
  (b) As a basis for direct taxes.
  (c) Arguments for and against.
(3) The compromise on commerce and foreign slave trade.

3. Compare and contrast the Constitution with the Articles of Confederation.
4. The character of the Constitution.
  a. Its essential features. (McLaughlin, 229; McMaster, 168, 169.)
  b. Its new features. (McMaster, 169; Hinsdale, 118–120, 128; *Thorpe*, 288; McLaughlin, 230.)
  c. Its distinguishing feature. (McLaughlin, 230.)
5. The ratification of the Constitution.
  a. By the convention.
  b. By the states, or people.
    (1) Method of ratification.
    (2) Arguments in favor of—arguments against.
6. Sources of the Constitution. (McLaughlin, 232; Hinsdale, 131-132; Thorpe, 283-285.)
7. Growth of the Constitution. (Hinsdale, 130; Walker, 37–38.)

REF.—*McLaughlin*, 224–231; *Channing's* Students, 255–262, 270–274; U. S., 122–125, 130–132; McMaster, 165–169; Montgomery's L. F., 191–194; Students, 214–218; Johnston's H. S., 176–178, 181–182; *Hart's* Formation, 118–135; *Hinsdale's* Government, 87–113, 125–135, 350–351, 462–477; Sheldon, 203–206; Fiske's Critical Period, 213–344; *Walker*, 19–39, 51–61; *Thomas*, 171–177; *Flickinger's* Government, 227–233; McDonald, 29–41; American Orations, I: 39–71; Lodge's Washington, II: ch. i; Hart, etc., III: 185–190, 195–254; McMaster, I: 454–501; Schouler, I: 36–47; Morse's Franklin, 401–405; Lodge's Hamilton, 50–84; Morse's Jefferson, 92–95; Gay's Madison, 88–128; Fiske's text, 251–256.

VI. The Constitution.

1. The preamble.
   a. Important points stated.
   b. Commit to memory.
2. Congress, Article I.
   a. Its organization.
   b. Qualification for representatives and senators.
   c. Its powers.
      (1) Joint powers and privileges of the two houses.
      (2) Special powers of each house.
      (3) Delegated powers. (Hinsdale, 118–121.)
      (4) Implied powers.
   c. Acts prohibited to Congress.
   d. Acts prohibited to the states.
3. The executive, Article II.
   a. Qualifications for President and Vice-President.

b. Salaries.
c. Powers and duties of the President.
d. Duties of the Vice-President.

4. The judicial department, Article III.
   a. Its character.
   b. Its power and jurisdiction.
   c. Salaries of the judges.
5. Relation between the states and the United States, Article IV.
   a. The relation of the states to each other.
   b. The relation of the states to the general government.
   c. The jurisdiction of the general government over territory.
6. Amendments, Article V.
7. The Constitution the supreme law of the land, Article VI.

REF.—McLaughlin, 232; *Channing's* Students, 262–270; U. S., 126–130; Johnston's H. S., 178–181; *Thomas*, 177–180; *Hinsdale's* Government, 114–130; McMaster, appendix, 5–6; *Walker*, 41–50; *Sheldon*, 207–210; Fiske's text, 254–256; *Flickinger's* Government, 233–238, 241, 246–247, 255, 259, 264; Senate; Harper, VIII: 114–130.

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**The United States.**

## ORGANIZATION OF THE NEW GOVERNMENT, 1789–1801.

### Washington's Administration, 1789–1797.

I. Election of Washington and Adams.

1. Manner of election.
2. Their fitness for office.
3. Washington's journey to New York—the inauguration.

REF.—McLaughlin, 233–234; Channing's Students, 279–281; U. S., 135–136; Montgomery's L. F., 194–196; Sheldon, 211; McMaster, 170–173; Walker, 62–63; Johnston's H. S., 183, 189–190; Stanwood, 8–16; Harper, X: 146–186, 240; Thomas, 181–182; Lodge's Washington, II: 41–52 (footnote). For a complete list of events under the Constitution, see Harper, IX: 168–273.

II. Condition of the United States in 1789.

1. Geographical extent—represent on outline map the thirteen states.
2. Population.
   a. Its distribution—West, North, South
   b. Cities—size and importance.
3. Means of communication.
4. Leading occupations.
   a. In the North, in the South.
   b. Which were least developed—cause—why so little manufacturing?
5. State of the arts and sciences.
6. The country west of the mountains.

REF.—*Hart's* Formation, 137–139; Johnston's H. S., 183–185; *Walker's* Making, 63–72; *McMaster*, 175–194, I: 1–102; *Fiske's* text, 261–266; *Thorpe*, 311–327; Hart, etc., III: 22–26, 53–62.

III. Organization of the government.

1. The first legislation — tariff — purpose. (Taussig, 7–17.)

2. The executive departments.
   a. Names and duties of each.
   b. Washington's first appointments and their fitness.
   c. The President's cabinet.
      (1) Its origin.
      (2) Washington's first cabinet and the character of its members.
3. The judiciary organized.
   a. The Supreme Court.
   b. Circuit Courts—the first three.
   c. District Courts—number and location.
   d. Cases tried by the United States Court.
   e. First Chief Justice.

REF.—*McLaughlin*, 235–239; Sheldon, 213; Montgomery's L. F., 196–197; Students, 220–221; *Channing's* Students, 286–291; U. S., 136–140; *Walker's* Making, 88–94, 97–98; Fiske's text; 270–271; *Hart's* Formation, 141–146; McMaster, 197–198, I: 502, 525–545; Schouler, I: 69–119; Lodge's Hamilton, 109–114; Harper, II: 10–13; Sheldon, 213; Thomas, 183; Flickinger's Government, 285–293; Fiske's Critical Period, 346–351; Hart, etc., III: 262–264; Lodge's Hamilton, 276; Lodge's Washington, II: 61–75.

IV. Amendments to the Constitution, 1789.

1. Apply only to the general government.
2. Reasons for these amendments.
3. Number and nature of.
4. Not amendments in the true sense.

REF.—McLaughlin, 231 and footnote; Thomas, 184; Montgomery's Students, 221; Hinsdale's Government, 352–356; Hart's Formation, 142; *Walker's*, 74–77; *Flickinger's* Government, 280–281.

V. Hamilton's Financial Measures.
   1. Objects he wished to accomplish.
   2. The origin, nature and amount of the public debt.
   3. Hamilton's plan.
      a. In regard to the foreign and domestic debts.
      b. In regard to the State debts.
      c. Objections to his plan.
      d. His arguments for its adoption.
   4. The compromise over the assumption of the State debts and location of the National Capital.
   5. The excise tax.
      a. Its nature and purpose.
      b. Objections to.
   6. Establishment of a National Bank.
      a. Hamilton's arguments for.
      b. Arguments against.
      c. Strict and broad construction of the Constitution as set forth by Jefferson and Hamilton.
      d. Organization of the bank.
   7. Show how the above measures strengthened the power of the national government.

REF.—McLaughlin, 240–242; *Hart's* Formation, 147–150; Montgomery's L. F., 197–198; *Students*, 222–225; *Channing's* Students, 288–291, 293–295; *McMaster*, 198–201, I: 585, 568, II: 25–41; Walker's Making, 78–86; Johnston's H. S., 192–193; Fiske's text, 268–270; Thomas, 184–186; McDonald, 46–58, 61–98; Lodge's Hamilton, 84–135; Hart. etc., III: 276–285; Lodge's Washington, II: 104–122; Morse's Jefferson, 97–102; Schouler, I: 130–142, 158–202.

VI. Rise of Political Parties, 1792–1794.

1. Federalists—leaders and principles advocated.
2. Antifederalists or Republicans—leaders and political doctrines advocated.
3. Sections and interests supporting Hamilton.
4. The value of political parties.

REF.—McLaughlin, 242–245; Hart's Formation, 140, 155–156; Thomas, 188–9; Channing's Students, 281–283; McMaster, 202–203, 205; Walker's Making, 94–96; *Johnston's* H. S., 195–196; Fiske's text, 273–274; Montgomery's Students, 225–226; *Thorpe*, 290–296; Flickinger's Government, 297–300, 302–303; Hart, etc., III: 286–292; Morse's Jefferson, 112–117, 124 ff.; American Orations, I: 75–83; Lodge's Hamilton, 136–152; Schouler, I: 47–57; Harper, VII: 400–401; Lodge's Washington, II: 216 ff.

VII. The Slavery Question, 1789–1798.

1. Review slavery from 1619. (Harper, VIII: 204.)
2. Attitude towards slavery at this time: North, South.
3. Anti-slavery memorials.
   a. Nature of and opposition to.
   b. Action of Congress and its importance.

L. of C.

4. Fugitive slave law of 1793—cause and results.

REF.—*Channing's* Students, 291–293; U. S., 143; Johnston's H. S., 194; *Montgomery's* Students, 226–227; *McDonald*, 58–60; Hart, etc., III: 14–18; McMaster, I: 554, 578; II: 15–20, 219–220; Schouler, I: 144–150; Harper, VIII: 204, 214–218.

VIII. The Neutrality Proclamation, 1793.

1. Causes.
   a. The French Revolution—its influence in America. (McMaster, II: 89-109.)
   b. War between France and England.
   c. American sympathy for France.
   d. Our treaty relations with France.
2. Washington's proclamation—purpose.
3. The Genet episode.
   a. Genet's mission and his reception.
   b. His conduct and the result.
4. Importance of the proclamation.

REF.—McLaughlin, 246–247; Montgomery's L. F., 198–199; *Students*, 230–232; Hart's Formation, 157–159; Channing's Students, 296–298; U. S., 147–148; McMaster, 206–207; II: 98–141; Walker's Making, 99–103, 115–118; Johnston's H. S., 196–197; Fiske's text, 272; McDonald, 113; Thorpe, 297–298; Thomas, 190; Schouler, I: 241–257; Lodge's Washington, II: 129 ff.; Lodge's Hamilton, 153 ff.; Morse's Jefferson, 141–152.

IX. The Whiskey Rebellion, 1794.

1. Cause and nature of.
2. Principle at stake and the results.

REF.—McLaughlin, 245; Montgomery's L. F., 202; Students, 232–233; McMaster, 203–204; II: 41–45; Walker's Making, 123–125; Johnston's H. S., 197; McDonald, 130–135; Thomas, 187; Harper, X: 337; Lodge's Hamilton, 180–185; Lodge's Washington, II: 120–128; Schouler, I: 214, 275.

X. Trouble with the Indians, 1791–1794.

1. Causes.
2. Nature of the trouble.
3. Generals Harmar and St. Clair's failure.
4. General Wayne's victory.
5. The treaty and its relation to the settlement of the West.

REF.—*McLaughlin*, 248–249; McMaster, 242; Walker's Making, 103–107; Johnston's H. S., 197; Montgomery's Students, 233; Fiske's text, 271–272; Thorpe, 302; Thomas, 186–187; Roosevelt, IV: chs. i and ii; Lodge's Washington, II: 81–113.

XI. Jay's Treaty, 1794.

1. Trouble with England, 1783–1794.
   a. Claims of the United States against England.
   b. England's claims against the United States.
2. Qualification of John Jay for this work.
3. Ratification of the treaty and the opposition to it.
4. Later opinions of this treaty.

REF.—*McLaughlin*, 246, 247, 249–250; Hart's Formation, 160–163; Channing's Students, 298–301; U. S., 248–249; McMaster, 207–209; Walker's Making, 119–122; Johnston's H. S., 198; Fiske's text, 272–273; Montgomery's L. F., 202–203; *Students*, 234–235; *McDonald*, 114–130; Thorpe, 299–301; Thomas, 190–191; American Orations, I: 84–130; Harper, V: 125–128; Hart, etc., III: 315–319; Lodge's Washington, II: 176–201; *McMaster*, II: 212, 220, 263, 281; Morse's Jefferson, 169–171; Schouler, I: 289–296, 308–317; Lodge's Hamilton, 188 ff.

XII. Treaty with Spain, 1795.

1. Questions in dispute.
2. Terms of the treaty.

REF.—*McLaughlin*, 262, footnote; Thomas, 191; Montgomery's Students, 236; McMaster, 209; Thorpe, 301; *Channing's* Students, 302; Walker's Making, 112, 122; Johnston's H. S., 201; Schouler, I: 322–323.

XIII. Development of the West, 1790–1800.

1. History up to 1790.
2. Population in 1790, and its distribution.
3. Opportunities in the West.
4. Influence of the Alleghanies on emigration and settlement.
5. The natural highways to the West.
   a. Trace on outline map.
   b. Advantages of each.
6. The three streams of westward emigration —character and destination of each.
   a. Early hindrances to the northern stream.
7. Admission of Vermont, Kentucky and Tennessee.
   a. Represent on outline map with date.
   b. History of each state.
8. Territories of Mississippi and Indiana formed.
9. Relation of the Western movement to a more perfect union. (Walker, 109.)

REF.—McLaughlin, 250; Montgomery's L. F., 199–200; Students, 227, 237; McMaster, 241, 243–244; *Walker's* Making, 109–111, 264; Johnston's H. S., 194; Flickinger, 276; Schouler, I: 238–246; Harper, V: 5–6; Hart, etc., III: 97–119; Roosevelt, I, II and III; see contents and index.

XIV. Election of 1796.

XV. Washington's Farewell Address.

1. Read (Old South Leaflets, No. 4).
2. His advice to the nation.

REF.—McLaughlin, 251–252; Channing's Students, 303–304; U. S., 149–150; *Thomas*, 192–193; McMaster, 209; Walker's Making, 132–136; Johnston's H. S., 198–199; Appendix, xi; Montgomery's Students, 236–237; Sheldon, 214; Thorpe, 303; Stanwood, 24–29; *Schouler*, I: 345–346; *Hart*, etc., III: 300–301.

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**Administration of John Adams, 1797-1801.**

XVI. John Adams.

1. His previous history.
2. His character.

REF.—Thomas, 193; Harper, I: 26–33; Schouler, I: 505–512; Morse's John Adams, 278–304.

XVII. Difficulties with France.

1. Causes.
2. Nature of the difficulties.
3. The X, Y, Z affair.
   a. Character of.
   b. Results.
4. How did the troubles with England and France tend to strengthen the union?

REF.—McLaughlin, 252–255; Fiske, 274–276; Montgomery's L. F., 204; Students, 238–239; Johnston's H. S., 203–204; McMaster, 210–211; II: index; Channing's Students, 305; U. S., 151–152, 154–155; Hart's Formation, 166–168; Walker's Making, 137–143; Thorpe, 304–306; McDonald, 135–137; Thomas, 194–195; Harper, X; 462; Hart, etc., III: 322–326; Schuyler, I: 385–402; Morse's John Adams, 278–304; Morse's Jefferson, 146–165.

## XVIII. The Alien and Sedition Acts, 1798.

1. The naturalization act.
   a. Reason for the act.
   b. Change made.
2. Alien Act—nature of.
3. Sedition Act—cause and character of.
4. Purpose of these acts.
5. Constitutionality of these acts.
6. Effect of these laws.

REF.—McLaughlin, 255–256; Johnston's H. S., 204; McMaster, 211–212, II: 389–398; Channing's Students, 306–308; Hart's Formation, 168–170; Walker's Making, 148–151; Fiske, 277; *Montgomery's* Students, 240–241; Thorpe, 306–307; Thomas, 195–196; McDonald, 137–148; Harper, I: 101; American Orations, I: 131–143; Shouler, I: 434–410.

## XIX. Virginia and Kentucky Resolutions, 1798, 1799.

1. Doctrines set forth.
2. Cause and purpose.
3. Response of the other states.
4. Results.

REF.—McLaughlin, 256 and footnote, 257; Johnston's H. S., 205; Channing's Students, 308–310; U. S., 153; McMaster, 212–213; II: 417–425; Hart's Formation, 170–171; *Walker*, 151–155; Montgomery's Students, 242; L. F., 205; Thomas, 195; McDonald, 148–160; Fiske, 277–278; Harper, V: 241–246; Hart. etc., ch. III: 329–330; Historic Leaflets, No. 15; Morse's Jefferson, 180–194; Schouler, I: 434–436.

XX. The Election of 1800.

1. Opposition to Adams and the Federalists.
2. Election of Jefferson and Burr.
   a. Character of Burr.
   b. The contest and the Twelfth Amendment.
3. Cause of the downfall of the Federalists.

REF.—McLaughlin, 257–259; Johnston's H. S., 205; *Fiske*, 278-Thomas, 198; McMaster, 215–216; II: 508–526; Hart's For; mation, 171–175; Channing's Students, 312–313; U. S., 155–156; Thorpe, 309–310; Stanwood, 30–44; Hart, etc., III: 333–336; Schouler, I: 492–500.

XXI. The Judiciary Act, 1800.

1. Character of.
2. Its object.
3. Adams's midnight appointments.

REF.—McLaughlin, 265; *Channing's* Students, 314; U. S., 151–159; Hart's Formation, 174; Walker's Making, 168–169; Montgomery's Students, 243; McMaster, II: 532, 533; Schouler, I; 500–505.

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**Suggestive Topics for Special Reports.**

1. Ely Whitney and the cotton gin.
2. Settlement of the Ohio Valley.
3. Whiskey Insurrection.
4. Assumption of the state debts.
5. Slavery.
6. Alexander Hamilton.
7. Jay's Treaty.

8. The French Revolution.
9. The Mint.
10. Postal Service.

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**Western Expansion and Foreign Complications, 1801-1809.**

## ADMINISTRATION OF JEFFERSON, 1801–1809.

I. Thomas Jefferson.

1. Character of Jefferson.
2. His ideas of government—compare with Thos. Hooker and Wm. Penn.
3. Contrast the political doctrines of Jefferson and his party with those of the Federalists.
4. In what sense was the election of Jefferson a political revolution?
5. His inauguration—his policy.
6. His appointments and their qualifications.
7. His financial policy.

REF.—McLaughlin, 260–261; Montgomery's L. F., 206 and footnote; Fiske, 279–281; McMaster, 216; *Channing's* Students, 332–164, 336–337; *U. S.*, 160; Hart's Formation, 176–178, 182–183; Thomas, 200–201; Johnston's H. S., 210–213; Schouler, I: 480–488; II: 1–6; American Orations, I: 147–163; Harper, V: 130–136; Hart, etc., III: 86–89, 344–351.

II. Jefferson's Civil Service.

1. His principles. (Hart, 179.)
2. Removals from office.

3. Repeal of the Judiciary Act.
4. Effect of his policy.

REF.—McLaughlin, 265–266; *Channing's* Students, 333–336; Hart's Formation, 179–182; Walker's Making, 171–173; Channing's U. S., 166–167; McMaster, II; 585–586; Schouler, II; 6–17.

III. The Louisiana Purchase, 1803.
1. Indicate on outline map the territory acquired.
2. Previous history of the territory.
3. The growth of the West and the importance of the Mississippi River.
4. Louisiana ceded by Spain to France, 1800—the effect on the West.
5. Napoleon's plans for Louisiana.
6. The purchase of the territory.
   a. Instruction to the American envoys and their reasons for buying all the territory.
   b. Reasons for France selling it.
   c. Did it include West Florida and Texas? (Channing's U. S., 340.)
   d. Boundaries and price paid.
7. Constitutionality of the purchase.
   a. Arguments of the Federalists against.
   b. Arguments of the Republicans.
8. Its meaning and importance.
9. Results of the purchase—New England's opposition.

REF.—McLaughlin, 261–264; McMaster, 218; II: 620–623; Montgomery's L. F., 208–209; *Students*, 247–350; Fiske, 281–282; Channing's Students, 337–340; U. S., 169–172; *Walker*, 177–186; Hart's Formation, 185–188; Thomas, 201–204; Sheldon, 215–217; Johnston's H. S., 214; Harper, I: 15–16; Hart, etc., III; 363–380; *Roosevelt*, IV: 258–284; Schouler, II; 40–59; *Morse's Jefferson*, 232–258; Hinsdale's How to Study, etc., 258–267.

IV. The Barbary States.

1. Condition and practices of these states.
2. War with Tripoli—cause and results.

REF.—McLaughlin, 267; *Montgomery's L. F.*, 207–208; Students, 253; Hart's Formation, 184; Walker, 186–187; Thomas, 207; Johnston's H. S., 217; Channing's U. S., 169; Harper, I: 99; IX: 124–126; Fiske, 283–284; *McMaster*, II: 588–593; Schouler, II: 17–20.

V. Hamilton and Burr.

1. Character of these men.
2. Death of Hamilton—cause and result.
3. Burr's conspiracy and trial.

REF.—*Hart*, 184–185, 189–190; McLaughlin, 267–268; Channing's Students, 342–343; Walker, 189, 206; Johnston's H. S., 216; Roosevelt, IV: 288–307; McDonald, 165–171; McMaster, III: index; Schouler, II: 70, 133–141; Lodge's Hamilton, 245–252.

VI. Exploration of the West.

1. Discovery of Columbia River by Gray in 1792—importance of.
2. Lewis and Clark's expedition, 1804–1805.
   a. Jefferson's interest in this expedition.
   b. Its object and the difficulties of the journey.
   c. Knowledge gained.
3. Southwest explored by Pike, 1805.

4. Result of these explorations.
   a. Fur trade.
   b. Astoria founded.
   c. Territory claimed by the United States.

REF.—McLaughlin, 269–270; Montgomery's L. F., 209–210; Students, 251–252; *McMaster*, 219–220; II: 633–635; III: 142–144; Fiske, 282–283; Walker, 210; Hart's Formation, 233; *Thomas*, 204–206; *Sheldon*, 217–219; Harper, V; 361–368; *Roosevelt*, IV: 308–343.

VII. The growth of the West, 1800–1810.
   1. Population in 1800 and its distribution.
   2. The Northwest Territory.
      a. Its rapid settlement—causes.
      b. Its division in 1800.
      c. Ohio admitted, 1803.
         (1) Represent on map with date.
         (2) New principles in its constitution.
   3. Formation of the territories of:
      a. Orleans, 1804.
      b. Michigan, 1805.
      c. Illinois, 1809.

REF.—*Johnston's* H. S., 214; *Walker*, 173–174; McMaster, 244; III: 134–136; Thomas, 208; Schouler, II: 48.

VIII. Fulton's Steamboat, 1807.
   1. Its first trip on the Hudson.
   2. Importance of this invention.
      a. In carrying on commerce.
      b. In settling up the West.
      c. In developing a more perfect union.

REF.—McLaughlin, 270–271; *Montgomery's* L. F., 212–213; McMaster, 252–253; III: 487–491; Walker, 206; Thomas, 212–213; *Johnston's*, 215; Harper, VIII: 391–393; Schouler, II: 297.

IX. Struggle for "Free Trade and Sailors' Rights."
  1. War between England and France.
  2. American trade in 1804.
     a. Nature and importance of.
     b. Rule of 1756—England's policy in regard to, and her decision in 1805. (Channing's U. S., 174–180.)
  3. Impressment of American seamen.
     a. The controversy between England and United States.
        (1) Right of search—England's position—The American view.
        (2) The validity of naturalization papers.
           (a) The American system—its origin.
           (b) The English view and that of other countries.
           (c) Its abuse in the United States and the results.
     b. Desertion from British service—cause.
     c. Extent of impressment and treatment of American seamen.
  4. The controversy over contraband of war and blockade.
     a. The American position.

b. The English position.

5. French decrees and British orders—character of each.
   a. Napoleon's Continental system, 1806.
   b. British orders in council, May, 1806.
   c. The Berlin Decree, Nov., 1806.
   d. Orders in council, 1807.
   e. The Milan Decree, Dec., 1807.
   f. Effect on American commerce.
6. The Chesapeake outrage, 1807.
7. Commercial restrictions adopted by the United States.
   a. Non-importation Act, April, 1806.
   b. Embargo Act, 1807.
      (1) Purpose and character of.
      (2) The Enforcement Act, 1808.
      (3) Effect on Great Britain, on France, on United States. (Channing's Students, 349.)
   c. The Non-intercourse Act, 1809.
      (1) Its nature and results.

REF.—McLaughlin, 271–275; Fiske, 285–286; Montgomery's L. F.; 211–212; *Students*, 256–261; *McMaster*, 224–228; III: index; *Channing's* Students, 343–351; *U. S.*, 174–183, Walker, 190–203; Hart's Formation, 191–198; McDonald; 176–183 Thomas, 210–212; Johnston's H. S., 218–220. Harper, III: 231–234; V: 17–18, 385–409; Schouler, II; 151–160, 163, 178–199, 207–209; Morse's Jefferson, 273-276, 286–289, 294, ff.; Gay's Madison, ch. xvi.

**The War for Commercial Independence, 1812-1815.**

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## MADISON'S ADMINISTRATION, 1809-1817.

I. James Madison.
   1. His character and policy.

REF.—McLaughlin, 275-276; Fiske, 287; Montgomery's L. F., 214-215 and footnote; Thomas, 213; Stanwood, 57-63; Johnston's H. S., 222; *Harper*, V: 65-72; McMaster, III: index.

II. Continued Troubles with England and France.
   1. The Erskine Treaty and its effect.
   2. Napoleon's Rambouillete decree.
      a. Its nature and the results.
   3. Macon Bill, No. 2.
      a. Its provisions.
      b. Trickery of Napoleon.
   4. The President and Little Belt.
   5. Trouble with the Indians.
      a. Causes.
      b. Battle of Tippecanoe.

REF.—McLaughlin, 276-279; Hart, 201-203; Montgomery's L. F., 215-216; Students, 262-264; Walker, 217-221; Channing's Students, 351; U. S., 184-188; Fiske, 287-288; McMaster, 229-230; III; see contents; Thomas, 213; Johnston's H. S., 222-223; Schouler, II; 313, 335-337, 364-367.

III. Causes of the War of 1812.
   1. As set forth in the President's proclamation. (McMaster, 231.)
   2. Other causes. (Channing's Students, 353.)
   3. New political leaders and their influence.

4. Attitude of President Madison.
5. The Henry Letters. (McMaster, III: 444–447.)
6. Opposition to war.
7. How is war declared? (Art. I.)
8. Power of the President in war. (Art. II.)

REF.—McLaughlin, 279–281; *Hart*, 203–206; Montgomery's L. F., 216–217; Students, 264–266; Channing's Students, 352–354, U. S., 188; Walker, 222–225; *McMaster*, 231; III: 456, 457; *Sheldon*, 230–231; Fiske, 288–289; Thomas, 215; McDonal; 183–191; Harper, X: 121; American Orations, I: 210–215; Schouler, II: 312, 382, 393.

IV. The Strength of the Two Nations.
   1. Lack of preparation by the United States.
   2. Opposition to the war—cause and nature.
   3. Strength of England.
   4. England and France at this time.

REF.—McLaughlin, 282; Hart, 206–209; Walker, 233–234; Channing's Students, 357–358; Montgomery's Students, 266–267; Thomas, 216; Johnston's H. S., 224; Schouler, II: 381; Terry's English History, 968–975.

V. Read carefully the connected account of the war before studying the topics.

VI. War on the Frontier, 1812–1814.
   1. Plan for the war in the West. (McMaster, 233.)
      a. Hull's surrender of Detroit and the failure of the plan—effect.

b. Perry's victory on Lake Erie and its importance.
c. General Harrison and the Battle of the Thames.

2. Battle of Chippewa and Lundy's Lane.
3. McDonough's victory on Lake Champlain —its importance.
4. In the Southwest.
   a. General Jackson and the Creek Indians—result.

REF.—McLaughlin, 282–283, 284, 287, 288; Montgomery's L. F., 217, 228; Students, 267, 270–272; Hart, 219; Walker, 234–237–239; Channing's Students, 359; U. S., 189; *McMaster*, 233–235; III: 555–559; IV: 31–69, 159, 160; Fiske, 292–299; Thomas, 216–218; Johnston's H. S., 225–229, 236–238, 243; Schouler, II: 397, 423, 433, 446, 449; Sumner's Jackson, 26–37.

VII. War on the Ocean.

1. Conditions of our navy at the opening of the war—contrast with England.
2. The character of naval warfare at this time.
3. Describe and state the importance of
   a. The fight between the Constitution and the Guerriere.
   b. The fight between the Wasp and Frolic.
   c. Cruise of the Essex. (Johnston, 233.)
   d. The fight between the Hornet and the Peacock.
   e. The fight between the Chesapeake and the Shannon.

4. Work of the American privateers—cause of.
5. The number of American victories—cause.

REF.—McLaughlin, 284, 287; Hart, 210–212; Montgomery's Students, 268–270; Walker, 230–233; Channing's Students, 360–362; U. S., 192–194; *McMaster*, 236–237; IV: 70–115; Sheldon, 232, 234, 235; Fiske, 289–292; Thomas, 218; *Johnston's* H. S., 229–232, 233–235; Harper, II: 114–116; Schouler, II: 434–436.

VIII. War in the East.

1. Blockade of the eastern coast.
2. Burning of Washington.
   a. Buildings burnt—describe.
   b. The excuse of the British for burning the capital.
3. The attack on Baltimore—the Star Spangled Banner.

REF.—McLaughlin, 288–289; Hart, 212–214; Walker, 238; Montgomery's Students, 273; McMaster, 237–238; Thomas, 219; Johnston's H. S., 232, 239–241; Channing's U. S., 190–191; *McMaster*, IV: 137–147; Schouler, II: 454.

IX. Battle of New Orleans, Jan. 8, 1815.

REF.—McLaughlin, 290–291; Channing's Students, 359–360; Montgomery's Students, 276–277; L. F., 223–224; McMaster, 238–239; IV; 183–190; Sheldon, 235–236; Fiske, 300; Thomas, 222; Johnston's H. S., 244–246; *Harper*, VI; 399;–404; Sumner's Jackson, 38–40; Schouler, II: 457, 485–491.

X. Treaty of Ghent.

1. The Commissioners of the United States.
2. Demands of England in regard to:
   a. The Indians.

b. Military posts on the Great Lakes.

3. Terms of the treaty in regard to:
   a. The conquered territory.
   b. Boundaries.
   c. The fisheries.
4. Questions at issue not mentioned but really settled.

REF.—McLaughlin, 291; Walker, 239, 247; Hart, 218-220; Thomas, 223-224; *Channing's* Students, 363-365; U. S., 194-195; Montgomery's Students, 277-278; *McMaster*, 239; IV: 256-276; Johnston's H. S., 246-247; McDonald, 192-198; *Hart*, etc., III: 426-429; Harper, IX; 119; Schouler, II: 476-484; Morse's J. Q. Adams, 77-98; Stevens' Gallatin, 305-339.

XI. New England Opposition to the War.

1. Cause.
2. Nature of the opposition.
3. The Hartford Convention.
   a. States represented.
   b. The personnel of the convention.
   c. Work of the convention.
      (1) Resolutions and remonstrances adopted—character of.
      (2) Amendments proposed—doctrine involved.
   d. Compare the principles given out, with those of the Virginia and Kentucky resolutions.
4. New England commerce and fishing as a cause.

REF.—McLaughlin, 291; *Hart*, 214–218; Walker, 240–246; Channing's Students, 365–367; U. S., 195; Montgomery's Students, 274–276; Sheldon, 237–238; Johnston's H. S., 241–242; McDonald, 198–207; Thomas, 224–225; Fiske, 300; Harper, IV: 302–306; McMaster, IV: 226, 247–259; Schouler, II: 470.

XII. Effects of the War On:

1. Nationality.
2. Trade and industries.
3. Our relations with Europe.
4. Politics.
5. The constitution.
6. Internal highways.
7. Other results.

REF.—McLaughlin, 292; Hart, 220–222; Channing's Students, 367–368; U. S., 196–197; Montgomery's Students, 278–281; L. F., 224; Johnston's H. S., 247–249; Hart, etc., III: 430–433; Schouler, II: 444–492; McMaster, III: 412–415; Walker, 250–254.

XIII. New States.

1. Louisiana admitted, 1812—opposition by the Federalists.
2. Indiana admitted, 1816.
3. Locate on map with dates.

REF.—*Walker*, 257; American Orations, I: 180–204.

XIV. War with Algiers, 1815.

1. Cause and result.

REF.—Thomas, 225; Walker, 248; McMaster, IV: 351–356; Johnston, 248.

XV. A New National Bank, 1816.

1. Republican opposition to bank.

2. Causes for Republican change of policy.
3. Its essential features.

REF.—McLaughlin, 292–293; *McMaster*, 253–256; IV: 292, 309, 310, 311–314; Thomas, 226–227; Johnston, 249; Walker, 261–262; Hart, 226–227; *Burgess*, Middle, 1–8; McDonald, 207–212; Schouler, II: 493–495; Schurz's Clay, 133, ff.

XVI. The First Protective Tariff, 1816.

1. Infant manufactories. (McMaster, 249.)
2. Causes and purpose.
3. Arguments for and against protection. (Walker, 259.)
4. Why supported by the South and West—position of Calhoun and Clay.
5. Why opposed in New England—position of Webster.

REF.—McLaughlin, 293; Fiske, 318; Thomas, 231–232 and footnote; Hart, 229–231; Channing's Students, 368–371; *Burgess*, Middle, 8–12; Taussig,1–7, 68–72; Hart, etc., III: 434-436; Harper, IX: 7–8; McMaster, IV: 319–350; Schouler, II: 498; Von Holst Calhoun, 33–35; Schurz's Clay, 130.

XVII. Internal Improvements, 1806–1817.

1. The demand for roads and canals.
2. The question of national aid—objection to.
3. The Cumberland Road, 1806.
   a. The need of better communication between the East and West.
   b. Purpose of this road.
   c. Its importance.
   d. Character of the road.
4. Plans in 1816.
   a. Calhoun's position.

b. Views and action of Madison. (Walker, 262.)

REF.—McLaughlin, 293–294; *Montgomery's L. F.*, 231–232; Students, 292; Walker, 262; Thomas, 233–235; Schurz's Clay, I: 39, ff; 137, ff; Hart, 227–229; Burgess, Middle, 14–18; Hart, etc., III: 436–440; McMaster, IV: 397–429; Schouler, II: 506; III: 47, 54, 247–251; Von Holst's Calhoun, 26 30, 35–40.

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**Special Topics for Reports.**

1. Impressment of Seamen.
2. Hartford Convention.
3. Cumberland Road.
4. Fulton's Steamboat.
5. Lewis and Clark's Expedition.
6. Erie Canal.

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**Period of National Growth, 1817-1829.**

## MONROE'S ADMINISTRATION, 1817-1825.

I. James Monroe.
   1. His previous history.
   2. The era of good feeling.
      a. Why so called.
      b. Cause. (McLaughlin, 260.)

REF.—Montgomery's L. F., 225–226; Fiske, 309–310; Hart, 231–232; Johnston's H. S., 254, 255; Channing's Students, 371; U. S., 197: Thomas, 229; Stanwood, 64–78; Harper, VI: 237–248; McMaster, IV: index; Schouler, II: 509, 512; III: 1–12, 201–206.

II. Westward Movement of Population, 1810–1820.
   1. Conditions in the East causing emigration.

2. Inducements to go West.
3. The rush into the West, 1815–1820.
4. Life on the frontier.
5. The cotton gin and the southern movement.
6 New states admitted.
   a. Mississippi, 1817; Illinois, 1818; Alabama, 1819; Maine, 1820; Missouri, 1821.
   b. Locate on map, with date of each.

REF. —McLaughlin, 297-300; McMaster, 266-274; IV: 381-403; 426-429; Johnston's H. S., 259; Channing's Students, 373; Schouler, III: 22, 99; Roosevelt's Benton, chs. i and ii, McLaughlin's Cass, ch. iv.

III. Relations with Great Britain and Spain, 1818–1821.

1. Treaty with Great Britain, 1818, in regard to:
   a. Fisheries.
   b. Navigation of the Mississippi.
   c. Northern boundary—map.
   d. Oregon country.
2. Controversy with Spain.
   a. Over West Florida—nature of.
   b. Condition of East Florida.
   c. Purchase of Florida.
      (1) What it included and price paid.
      (2) Boundaries settled—indicate on outline map.

REF.—McLaughlin, 302; Fiske, 310–311; Montgomery's L. F., 302; Students, 283; *McMaster*, 261–262; IV: 468–483; V: 477–479; *Hart*, 233–234; Johnston's H. S., 256; *Channing's* Students, 374–377; U. S., 198–200; Thomas, 230–231; *Burgess*, Middle, 19–38; McDonald, 213–219; Harper, I: 16; Hart, etc., III: 481–483; Schouler, III: 57–61, 68–82, 93–95, 121.

IV. Extension of Slave Territory.

1. Slavery before 1820.
   a. Why so little discussed up to this time.
   b. How was slavery regarded by thinking men, both North and South?
   c. The divergence of the North and South in their industrial and social life.
      (1) Decline of slavery in the North—cause and results.
      (2) Increase of slavery in the South—causes and results. (Burgess, Middle, 43.)
      (3) The difficulty of Congress in making laws suited to the two sections.
   d. The seeming necessity of slavery in the South. (Burgess, 42.)
   e. The failure of the South to see the evil effects of slavery—cause.
   f. The increase of population in the North over the South—cause.
   g. Explain how the states west of the original thirteen became free or slave states.

REF.—McLaughlin, 303–306; Fiske, 312–315; *Montgomery's* L. F., 227–230; Students, 285–286; McMaster, 274–276; Channing's Students, 381–385; *Hart*, 236–238; Johnston's H. S., 256–257; *Burgess*, Middle, 39–60; McMaster, IV: 555–559; V: index; Schouler, III: 134–146; Schurz's Clay, I: 172–178.

V. The Missouri Compromises, 1820–1821.
   1. The policy of admitting states up to 1818.
   2. The dividing line between free and slave states up to this time.
   3. The Missouri Bill and Tallmadge's amendment.
      a. Arguments for and against.
      b. Constitutional question involved.
   4. The first compromise.
      a. Begin a map showing the extension of slave territory.
      b. What did each side give up?
      c. Did the North or South have the advantage?
   5. The second compromise.
   6. Effect of the controversy.

REF.—McLaughlin, 305–307; Fiske, 315; Montgomery's L. F., 230–231; *Students*, 285–291; McMaster, 274–276; IV: 570–601; Hart, 238–241, Johnston's H. S., 257–258; Channing's Students, 382–385; Burgess, Middle, 61–107; Thomas, 235–238; McDonald, 219–226; Harper, II: 195; VI: 209–210; American Orations, II: 3–101; Hart, etc., III: 452–458; Schouler, III: 147–171; 178–186.

VI. The Monroe Doctrine, 1823.
   1. The revolt of the Spanish American colonies—cause and results.
   2. The Holy Alliance.

3. Danger from Russia on the northwest coast.
4. President Monroe's message and the doctrines set forth.
5. Origin and growth of the doctrine.
6. Meaning of.
7. Effects.

REF.—McLaughlin, 307–308; Montgomery's L. F., 232–233; Students, 293–295; McMaster, 262–264; IV: 570–600; V: 28–47; *Hart*, 241–244; Johnston's H. S., 259; Channings' Students, 377–381; U. S., 200–204; Thomas, 238–240; Burgess, Middle, 122–128; *McDonald*, 228–20; Hart, etc., III: 494–498; Schouler, III: 277–292; Gilman's Monroe, ch. viii; Old South Leaflets, No. 56; American History Leaflets, No. 4.

VII. The Russian Treaty, 1824.

1. Russia's claims on the Pacific Coast.
2. What interests had United States?
3. Terms of the treaty.
4. Results.

REF.—Channing's Students, 381; Hart, 244; McMaster, V: 18, 20–22; Schouler, III: 330.

VIII. The Tariff of 1824.

1. The change of the different sections in their attitude towards protection.
2. Arguments for and against protection—Clay's "American policy."
3. Provisions of the bill and the objections to it.
4. Why did the West favor an increase of tariff? (Channing's Students, 385.)
5. The vote on the bill, and its significance.

REF.—McLaughlin, 309; Hart, 247; Channing's Students, 385–386; Johnston's H. S., 261–262; *Burgess*, Middle, 108–115; Taussig, 73–78; Montgomery's Students, 296; Harper, III: 441–445; VII: 309–321; McMaster, V: 231–242; Schouler, III: 295–298; Von Holst's Calhoun, 66–74; Schurz's Clay, I: 212–217.

IX. The Election of 1824.

1. Candidates and their views.
2. Character of the election.
3. Beginning of new parties.
4. The method of nominating candidates.
5. Result of the election.

REF.—*McLaughlin*, 309–310; Fiske, 311; Stanwood, 79–95; *Wilson's* Division, 17–18; *Channing's* Students, 386–390; U. S., 204–205; *Burgess*, Middle, 131–144; McMaster, 297–300; V: 55–81; Hart, 248–251; Thomas, 240–242; Montgomery's Students, 297–298; Sumner's Jackson, 73,ff; Schouler, III: 234–237, 267–270, 310, 324.

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**Administration of J. Q. Adams, 1825-1829.**

X. John Quincy Adams.

1. His previous career.
2. His character and fitness to be president.
3. His appointment of Clay and the charge of corruption.
4. His policy. (McLaughlin, 312.)

REF.—McLaughlin, 311–313; Montgomery's L. F., 234 and footnote; Students, 298–299; Channing's Students, 390–391; U. S., 205–207; Johnston's H. S., 263–264; Thomas, 242–243; Harper, I: 33–51; Schouler, III: 337–345, 397–401.

XI. The Panama Congress, 1825–1826.

1. Purpose of this congress.
2. Invitation to the United States.
3. Questions to be discussed. (Hart, 252.)

4. The objections to United States taking part.
5. Results.

REF.—*Channing's* Students, 391; Hart, 251–253; Burgess, Middle, 146–154; Thomas, 245; Montgomery's Students, 303; McMaster, V: 433–459; Schouler, III: 358–366; Sumner's Jackson, 106–108.

XII. Internal Improvements, 1817–1829.

1. The demand for better means of communication.
2. The Erie Canal.
   a. Governor DeWitt Clinton and his influence.
   b. Locate and describe.
   c. Its importance and the results.
3. The beginning of railroads.
   a. In England.
   b. In America.

REF.—McLaughlin, 314–316; Fiske, 317–318; *Montgomery's L. F.*, 233–236; *Students*, 299–301; Hart, 253–254; Channing's Students, 408; U. S., 211–212; Burgess, Middle, 155–157; McMaster, 279–287; IV: 415–418; V: 83, 132–136; Johnston's H. S., 264–265; Thomas, 233–235, 245; Schouler, III: 346–354; Hinsdale's How to Study, ch. ii.

XIII. The Indian Question in Georgia.

1. The agreement of the government with the state of Georgia.
2. The Creek and the Cherokee Indians.
   a. Character of their civilization.
   b. Their treaty with the United States.
   c. Their trouble with Georgia.

3. The action of Gov. Troup—the doctrine of state sovereignty asserted.
4. The outcome and its importance.

REF.—*McLaughlin*, 317–318; Wilson's Division, 35–38; Channing's Students, 392; Burgess, Middle, 211–219; Hart, 255–256; Johnston, 265; Thomas, 246; McMaster, V: 175–183, 537–539; Schouler, III: 370–381; Sumner's Jackson, 175–183.

XIV. The Tariff of 1828.

1. Why called the tariff of abominations?
2. The scheme of the politicians.
3. Character of the bill.
4. Why favored by the West?
5. Why accepted by the manufacturers?
6. Position of Webster and Calhoun.
7. Opposition in the South—arguments against—Calhoun's exposition.

REF.—McLaughlin, 319–320; Wilson's Division, 55–58; *Channing's* Students, 393; Burgess, Middle, 157–162; Hart, 257–258; Taussig, 78–102; Thomas, 247–248; Montgomery's Students, 305–306; McDonald, 231–237; McMaster, V: 243–262; Schouler, III: 420–426; Von Holst's Calhoun, 76; Schurz's Clay, I: 357–365; Lodge's Webster, 154–176.

XV. The Election of 1828.

1. The objections to Adams, and the popularity of Jackson.
2. Character of the campaign.
3. Influence of the West.
4. Meaning of Jackson's election.

REF.—McLaughlin, 320, 312–313; Wilson, 19–21; Channing's Students, 395–396; Burgess, Middle, 163–165; McMaster, 301; V: 489–520; Hart, 259–262; Johnston's H. S., 268; Thomas, 248; Stanwood, 96–101; Schouler, III: 426–439; Sumner's Jackson, 111–118.

**Industrial and Economic Controversies, 1829-1845.**

## ADMINISTRATION OF JACKSON, 1829-1837.

I. Andrew Jackson.
   1. His early career and history.
   2. His character.
   3. Significance of his election. (McLaughlin, 323.)
   4. His theory of popular sovereignty contrasted with Jefferson's. (Channing's Students, 400.)

REF.—*McLaughlin*, 322-323; Wilson, 23-26, 34-35; Montgomery's L. F., 240 and footnote; Students, 307; *Channing's* Students, 399-402; Burgess, Middle, 24-38, 135, 139, 141, 163; Johnston, 271; Thomas, 250; Harper, V: 92-110; McMaster, V; index; Schouler, III: 451.

II. The Spoils System.
   1. Policy of Jackson's predecessors.
   2. Removals made by Jackson and his reasons.
   3. Results.

REF.—McLaughlin, 324; Montgomery's L. F., 242; Students, 307-309; *Channing's Students*, 413-414; U. S., 213; Fiske, 320; Thomas, 251-252; Wilson, 26-27, 30-34; Hart, etc., III: 531-535; McMaster, V: 526-533; Schouler, III: 453-462; Sumner's Jackson, 145-148; Schurz's Clay, I: 332-337; II: 183-184.

III. Jackson's Cabinet.
   1. Character of his appointments.
   2. His kitchen cabinet.

REF.—McLaughlin, 325; Wilson, 28–30; Thomas, 252–253; Montgomery's Students, 309; McMaster, V: 520–521; Schouler, III: 453, 494; Sumner's Jackson, 141–143.

IV. State Rights and Nullification, 1828–1833.

1. The two sections, North and South.
   a. Contrast in interest and give cause.
   b. Their views on slavery, internal improvements, and protective tariff.
2. John C. Calhoun.
   a. As a leader of the South.
   b. His character as a man.
   c. His early views on the Constitution, internal improvements, tariff, etc.
   d. His theories in regard to:
      (1) The right of the general government to pass laws.
      (2) State sovereignty.
      (3) Secession.
      (4) The relation between states.
      (5) Nullification.
3. The Webster and Hayne Debate, 1830.
   a. The Foot Resolutions. (Wilson, 41.)
   b. The real question discussed.
   c. Hayne's arguments—basis for.
   d. Doctrines set forth by Webster in reply to Hayne.
   e. Comments on Webster's arguments.

REF.—*McLaughlin*, 325-327; Fiske, 321-323; Montgomery's L. F., 247-248; Students, 309-310; *Wilson*, 41-47, 49-54; *Channing's Students*, 415-418; *U. S.*, 213-216; McMaster, 301-304; V: 255-267; Burgess, Middle, 220-232; Johnston's H. S., 266, 288-290; Thomas, 254-255; McDonald, 239-259; Harper, I: 22-32; IV: (Hayne) 339-366; X: (Webster) 257-296; American Orations, I: 233-302; Hart, etc., III: 536-540; Schouler III: 440-442, 480-488; Von Holst's Calhoun, 74-85, 96-106; Sumner's Jackson, 150-263, 185-191; Lodge's Webster, 169-204.

V. Nullification in South Carolina.

1. The Tariff Act of 1832—Changes made.
2. Effect of the tariff on the South—their objection to the principle.
3. Was the nation, as a whole, benefited by building up manufactories?
4. Influence of Calhoun—his letter to the Governor of South Carolina—his arguments.
5. The ordinance of nullification.
   a. Character of.
   b. Jackson's proclamation. (Wilson, 61.)
6. The Force Bill—provisions of. (Burgess, 233.)
7. The compromise tariff of 1833.
8. Action of South Carolina.
9. Were the Union and Constitution strengthened or weakened by these events? (Burgess, 238-241.)

REF.—McLaughlin, 328; Montgomery's L. F., 245–246 and footnote; 248–249; Students, 314–316; Fiske, 323–324; *Burgess*, Middle, 238–241; *Wilson*, 59–68; McMaster, 304–305; Thompson, 254–256; Channing's Students, 418–422; U. S., 216–219; McDonald, 268–271, 273–289; American Orations, I: 303–319; Hart, etc., III: 544–548; Schurz's Clay, II: 9–21; Schouler, IV: 38–41, 85–109; Sumner's Jackson, 207–223, 281–291; McLaughlin's Cass, 139–149.

VI. Jackson's War on the United States Bank.

1. Time of expiration of bank charter.
2. Enemies of the bank—cause. (McMaster, 305.)
3. Jackson's objection to the bank. (Channing's S., 428.)
4. The bill to re-charter and Jackson's veto.
5. The election of 1832.
   a. Political parties and their issues.
   b. First nominating conventions and party platforms.
   c. Henry Clay as a leader.
   d. Result of the election.
6. Removal of the deposits, 1833.
   a. Advantages of the bank to the government and the people. (Channing's Students, 430, 431.)
   b. The disadvantages of the bank.
   c. The right of the government to withdraw its deposits.
   d. Jackson's reasons for the removal of the deposits and the difficulty in having it done.

e. The "Pet Banks."
f. Censure of the President by the Senate.
g. The increase of State banks—cause and character of.
h. Speculation and the specie circular.

7. Distribution of the surplus revenues, 1836.
   a. Financial condition of the government at this time.
   b. Causes of the surplus. (McMaster, 309.)
   c. The "loan" to the states—conditions and method of distribution.

REF.—McLaughlin, 329–332; Montgomery's L. F., 245; Students, 319–323; Fiske, 324–325; *McMaster*, 305–310; Channing's Students, 428–434; U. S., 219–224; *Wilson*, 69–92; Thomas, 253–254, 272; Burgess, Middle, 190–209; Johnston's H. S., 286, 292–293; McDonald, 259–267, 289–303, 306–332; Schouler, III: 469–473; IV: 146–170, 182, 229, 259; Schurz's Clay, I: 372–383; II: ch. xv; Sumner's Jackson, 225–249, 259–276, 291–321; American Hist. Leaflets, No. 24.

VII. The Anti-slavery Movement, 1831–1838.

1. Early anti-slavery feeling.
   a. In the North.
   b. In the South.
   c. Early anti-slavery societies.
      (1) In the North, in the South.
      (2) Doctrines advocated.
2. William Lloyd Garrison and "The Liberator."
   a. His radical position and its effect on the South.

b. His influence in the North.

3. Nat Turner's insurrection and its effect.
4. Formation of the New England and the American Anti-slavery societies.
   a. What they advocated.
   b. Constitution of the American society. (McMaster, 313, footnote Montgomery's Students, 313.)
   c. Effect of this new movement—growth of anti-slavery societies.
5. Abolition documents and the mails.
   a. Effect on the South.
   b. Action of the people in the North.
6. Slavery petitions in Congress.
   a. The "gag resolution." (Channing's Students, 425.)
   b. Constitution on right to petition.
   c. Calhoun and slavery.
7. Murder of Lovejoy.
8. Growth of anti-slavery sentiment in the North—effect on the South.

REF.—McLaughlin, 342-345; Fiske, 334-337; *Montgomery's* L. F. 242-245; *Students*, 311-314; Channing, 423-427; Thomas, 267-270; Wilson, 117-121; McMaster, 312-314; *Burgess*, Middle, 242-277; *McDonald*, 304-305; Harper, I: 9-11; IV: 30-35; Schouler, IV: 203-228, 296-302, 308; Schurz's Clay, I: 301-307; II: 79-85; Sheldon, 242-244; Morse's J. Q. Adams, 243-301; Von Holst's Calhoun, 124 ff; 166-183.

VIII. New States Admitted.

1. Arkansas, 1836; Michigan, 1837.

2. Locate on outline map.

REF.—Sumner's Jackson, 379–381; Burgess, Middle, 220; Schouler, IV; 229.

IX. Industrial, Intellectual and Social Development, 1829–1841.

1. Industrial progress.
   a. Inventions—kinds, and their importance.
   b. Improvement in transportation—growth of railroads.
   c. Importance of railroads.
      (1) In settling up the West.
      (2) In building up industries.
      (3) In breaking down local prejudices.
      (4) In establishing national sovereignty.
   d. Effects of the application of steam and electricity. (Thomas, 260.)
2. Intellectual progress.
   a. American literature.
      (1) Noted writers and their works.
      (2) Importance of.
   b. Education.
      (1) Growth of common schools and higher education.
      (2) Establishment of normal schools.
      (3) Newspapers, and their importance.

3. Social development.
   a. Religious progress and its influence.
   b. Temperance reform, and the results.
   c. Establishment of asylums. (Thomas, 265.)
   d. Growth of democracy and patriotism.
   e. The development of free institutions.
4. To what extent did the slave states share in this progress? (Channing, 413.)

REF.—*McLaughlin*, 332–337; Fiske, 326–329; *Montgomery's L. F.*, 237–240, 249–252; Thomas, 258–266; McMaster, 285–291; *Channing's Students*, 403–412; Johnston's H. S., 272–282; *Wilson*, 2–8, 102–111; Hart, etc., III; 509–526, 561–567; Morse's Lincoln, chs. I–III.

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**Administration of Van Buren, 1837–1841.**

X. Martin Van Buren.
   1. His election.
   2. His previous political career.
   3. His character and policy.

REF.—McLaughlin, 339; Montgomery's Students, 325–326; Johnston's H. S., 292; Thomas, 271; Burgess, Middle, see index; Harper, X; 6–22; Schouler, IV; 274.

XI. The Panic of 1837.
   1. Causes.
   2. To what extent was Jackson to blame? The people?
   3. Character of the panic.
   4. Attitude of Van Buren.

REF.—*McLaughlin*, 339-341; *Montgomery's L. F.*, 252-254; Students, 326-328; Fiske, 329-330; Johnston's H., 292-296; Thomas, 272; McMaster, 310-311; Wilson, 93-94; Burgess, Middle, 284; Schouler, IV; 276-281; Schurz's Clay, II; ch. xix; Roosevelt's Benton, ch. ix; Shepard's Van Buren, ch. viii.

XII. The Second Seminole War, 1835–1842.

REF.—Wilson, 100-101; McLaughlin, 345; Schouler, IV; 319; Sumner's Jackson, 322-342.

XIII. The Independent Treasury.

1. Origin of the idea. (Burgess, 285.)
2. Advantages of the plan.
3. Objections to the plan.

REF.—McLaughlin, 341; Montgomery's L. F., 254-255; Students, 328-329; Fiske, 330; Burgess, Middle, 284-286; Channing's Students, 434-435; U. S., 224; McMASTER, 311-312; Wilson, 94-98; McDonald, 358-364; Schouler, IV; 283-285, 324.

XIV. Election of 1840.

1. Parties and political issues.
2. Character of the candidates.
3. Method of the campaign.

REF.—*McLaughlin*, 345-348; Montgomery's L. F., 258 and footnote; *Students*, 334; Channing's Students, 435-436; Stanwood, 123-137; Fiske, 331; Thomas, 275; Burgess, Middle, 286; Schouler, IV; 328-340, especially 335-340; Shepard's Van Buren, 327-338; Schurz's Clay, II; 170-197; Wilson, 101.

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**Administration of Harrison and Tyler, 1841-1845.**

XV. William Henry Harrison.

1. Sketch of his life.
2. Beginning of his administration.
3. Death of the president.

REF.—McLaughlin, 348–349; Thomas, 276; Wilson, 133–134; Channing's U. S., 225; Harper, IV; 264–279; Schouler, IV; 359–364.

XVI. John Tyler.

1. His political principles.
2. His policy. (Wilson, 136.)
3. Break between the president and the Whigs—cause.

REF.—McLaughlin, 349–350; Fiske, 381–382; *Channing's* Students, 437; Montgomery's Students, 335–336; Johnston's H. S., 301–302; Thomas, 276–277; McMaster, 316; *Wilson*, 135–139; Burgess, Middle, 286–287; Harper, IX; 137–146; Schouler, IV; 367–393.

XVII. The Tariff of 1842.

1. Cause of a new tariff.
2. Provisions of the Act.

REF.—Channing's Students, 438; Wilson, 140; Johnston's H. S., 302; Taussig, 111–114; Schouler, IV; 406–414.

XVIII. The Webster-Ashburton Treaty, 1842.

1. The Northwestern Boundary dispute.
   a. Nature of the dispute.
   b. The settlement.
2. Other questions settled.

REF.—McLaughlin, 350–351; *Channing's* Students, 438–440; Montgomery's L. F., 259; Students, 337–338; Johnston's H. S., 297–303; *Thomas*, 277–279; McMaster, 316–317; Wilson, 480; McDonald, 335–342; McMaster, V; 463–476; Schouler, IV; 316, 396–400.

XIX. The Dorr Rebellion, 1841–1842.

1. Causes.
2. Nature of the rebellion.
3. Results.

REF.—McLaughlin, 352; Fiske, 332; *Thomas*, 279–280; Johnston's H. S., 307; Montgomery's L. F., 259; Students, 336–337; Wilson, 161; Schouler, IV; 462.

XX. The Anti-Renters, 1844.

1. Review the Dutch patroon system.
2. The Patroon War, and the compromise.

REF.—McLaughlin, 352; Fiske, 333; Thomas, 280; Johnston's H. S. 307.

XXI. The Mormons, 1827–1844.

1. Story of their origin.
2. Their home in Missouri, Illinois, and in Utah.
3. Result of the movement.

REF.—Montgomery's L. F., 255–256; *Students*, 329–331; Johnston's H. S., 297; *Thomas*, 282–284; Fiske, 333; Harper, VI; 269–276; Schouler, IV; 546.

XXII. The First Telegraph, 1844.

1. S. F. B. Morse, and his invention.
2. Results.

REF.—McLaughlin, 353; Thomas, 262–263, 281; Montgomery's L. F., 260; Students, 343–344; Johnston's H. S., 305–306; Hart, etc., III; 571–573; Sheldon, 252–253; Schouler, IV; 499.

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**Suggestive Topics for Special Reports.**

1. Northeast Boundary dispute.
2. Webster-Hayne debate.
3. Nullification.
4. Daniel Webster.
5. Henry Clay.

6. John Calhoun.
7. The Bank controversy.
8. Erie Canal.

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**Territorial Expansion and Extension of Slave Territory, 1845-1861.**

I. Election of 1844.
   1. Parties and issues.
   2. Candidates.
   3. The election and results.

REF.—McLaughlin, 354-356; Wilson, 145-147; Channing's Students, 446; U. S., 229; Johnston's H. S., 307-308; Stanwood, 140-160; Schouler, IV; 471-478.

II. Annexation of Texas, 1845.
   1. History of Texas, up to 1837.
      a. Attempts of United States to buy, 1827, 1829.
      b. Texas and Mexico.
      c. Land grant to Moses Austin.
      d. Settlers from the Southern States.
      e. Local government of Texas. (Burgess, 291.)
      f. The Revolution—cause and results.
      g. Recognition of the independence of Texas.
   2. Texas annexed to the United States.
      a. By whom favored?
      b. By whom opposed?—Reasons.
      c. Method and conditions of annexation.

d. Size of territory acquired—represent on map of territorial growth.

e. Effect on the North.

REF.—McLaughlin, 356–358; Montgomery's L. F., 262; Students, 339–342; McMaster, 320–322, 325; Wilson, 141–145; Channing's Students, 443–447; U. S., 228–229; Fiske, 337–338; Johnston's H. S., 304–305; Thomas, 285–286, 287; *Burgess*, Middle, 290–310; 318–323; McDonald, 343–345; Harper, I; 16–17; IX; 53–60; Sheldon, 261–266; Von Holst, Calhoun, 22–245; Schouler, III; 245–256, 302, 441–449, 457, 481–487.

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**Administration of Polk, 1845-1849.**

III. James K. Polk.

1. Character of.
2. The four objects he wished to accomplish.

REF.—McLaughlin, 359–360; Thomas, 286–287; Harper, VII; 238–249; Schouler, IV; 495–501.

IV. The Oregon Question, 1844–1846.

1. Nature of the dispute.
2. Territory claimed by each nation.
3. Basis of each nation's claim.
4. Emigrants and missionaries from the United States—Influence of Dr. Whitman.
5. The compromise.
6. Represent on map territory acquired.

REF.—McLaughlin, 360–361; Montgomery's L. F., 263–265; Students, 345–348; Fiske, 333–334; Wilson, 147–148; McMaster, 322–324, 326; Channing's Students, 449–450; *U. S.*, 232–234; Johnston's H. S., 303, 311; Thomas, 294; Burgess, Middle, 311–317; *McDonald*, 355–358; *Sheldon*, 256–260; McMaster, V; 477–483; Schouler, IV; 504–512; Von Holst, Calhoun, 261–274; Roosevelt, Benton, 278–289; *Hinsdale's* How to Study, 269–273.

V. The Mexican War, 1846–1848.

1. Causes.
   a. Slavery as a factor.
   b. The desire to obtain California as a cause.
   c. The geography of the country as influencing.
   d. Westward movement of population
   e. Boundary dispute.
2. Declaration of war by the United States.
3. Lincoln's "Spot resolution."

REF.—McLaughlin, 361–364; Fiske, 339; Montgomery's L. F., 265; Students, 348–349; McMaster, 326–327; Channing's Students, 447–449; U. S., 230–232; Johnston's H. S., 312–314; Thomas, 289; Burgess, Middle, 327–329; McDonald, 346–355; Harper, VI; 168–170; *Sheldon*, 267–275, 518–527; McLaughlin, Cass, 230–236; Von Holst, Calhoun, 317–335; Roosevelt, Benton, 318–339.

4. Campaigns of the war.
   a. General Taylor's attack upon Mexico from the north.
   b. General Kearny's attack upon New Mexico.
   c. General Scott's march to the City of Mexico.
   d. Capture of California.
   e. Character and influence of the war.

REF.—McLaughlin, 365–368; Montgomery's L. F., 266–268; Students, 349–353; Wilson, 150–152; *Johnston's* H. S., 315–320; McMaster, 327–329; Thomas, 290–292; Burgess, Middle, 329–334; Harper, V; 170–174; Schouler, V; 528–537, 549; V; 1–61.

5. The Wilmot Proviso, 1846.
   a. Nature of.
   b. Principle involved.

REF.—McLaughlin, 368; Wilson, 152–154; McMaster, 329; Channing's Students, 455; Johnston's H. S., 322; Montgomery's Students, 355–356; Thomas, 298; Burgess, Middle, 335–336; Schouler, IV; 543–544.

6. Treaty of Guadalupe Hidalgo.
   a. Terms of peace.
   b. Represent on map territory acquired.

REF.—*McLaughlin*, 368–369; Fiske, 340; Montgomery's L. F., 269; Students, 354; Wilson, 152–153; McMaster, 333; Johnston's H. S., 321; *Thomas*, 293; Burgess, Middle, 337–339; McDonald, 365–372; Channing's Students, 448–449; Harper, I; 17; IX; 113; Schouler, V; 84, 87–90.

VI. The Walker Tariff and the Independent Treasury Act.
   1. Character of the tariff, and the results.
   2. Provisions of the Independent Treasury system.

REF.—Channing's Students, 451–452; Wilson, 154–155; Montgomery's Students, 355; Thomas, 296; Schouler, IV; 515.

VII. Election of 1848.
   1. The slavery question as an issue.
      a. Position of the South on extension of slavery.
      b. The division of the North over the extension of slavery.
      c. The new doctrine announced by Lewis Cass.

d. The four propositions regarding slavery extension.

2. Parties in the election, and the views of each.
3. Candidates, and the results.

REF.—McLaughlin, 371–374; Wilson, 155–160; McMaster, 334–336; *Channing's* Students, 455–457; Johnston's H. S., 323; Montgomery's Students, 361; Thomas, 299–300; Burgess, Middle, 344–345, 349; Stanwood, 161–177; Schouler, V; 100–110.

VIII. Admission of New States.

1. Texas and Florida in 1845, Iowa in 1846, Wisconsin in 1848.
2. Represent on map, with date of each.

REF.—McLaughlin, 376; Montgomery's Students, 361; Schouler, IV; 488.

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**Administration of Taylor and Fillmore, 1849-1853.**

IX. Zachary Taylor.

1. Life of, up to this time.
2. Character of.

REF.—McLaughlin, 375; Montgomery's Students, 362; Thomas, 299; Harper, IX; 22–31; Schouler, V; 147–148.

X. Discovery of Gold in California, 1848.

1. Story of the discovery.
2. The great rush to California.
   a. Routes of travel.
   b. Character of emigrants.
3. Early government. (Sheldon, 288–289.)
4. President Taylor's policy.

5. State constitution adopted.
6. Results of the discovery of gold in California.

REF.—McLaughlin, 376–377; Montgomery's L. F., 269–271; *Students*, 357–359; Sheldon, 376–380; Fiske, 340–341; McMaster, 337–338; Channing's Students, 453, 457–459; U. S., 235–237; Johnston's H. S., 323–324; Thomas, 297, 300; Burgess, Middle, 345–353; Schouler, V; 130–145.

## XI. Clayton-Bulwer Treaty.

REF.—*Wilson*, 173–174; *McDonald*, 376–377; Harper, II; 201; Schouler, V; 174.

## XII. Compromise of 1850.

1. Difficult questions before Congress. (McLaughlin, 377.)
2. Clay's compromise measures.
3. Speeches of Clay, Webster, Calhoun and Seward—arguments of each. (Channing's Students, 461.)
4. Compromise as finally effected—What did each side give up?
5. Results of the compromise.
6. Did the compromise favor the North or the South?

REF.—McLaughlin, 377–381; Montgomery's L. F., 272–274 and footnote; *Students*, 362–366; Fiske, 349–353; McMaster, 338–341; *Channing's* Students, 459–462; *Johnston's* H. S., 327–329; *Wilson*, 165–174; Thomas, 300–302; Burgess, Middle-354–364; McDonald, 378–385; American Orations, II; 123–218; Harper, VII; 21; VIII; 280–284; *Sheldon*, 291–295; Schouler, V; 145, 161–167, 178–184; 198–199; Schurz's Clay, II; 315–369; McLaughiln's Cass, ch. ix; Lodge's Webster, 299–322.

XIII. The Fugitive Slave Law.

1. Constitutional provisions for such a law. (Art. IV, Sec. 2.)
2. Provisions of the law. (McMaster, 341.)
3. The feeling in the North and the opposition to the law.
4. Was this law a blunder of the South?

REF.—McLaughlin, 381–382; *Fiske*, 354–357; Montgomery's *Students*, 366–368; L. F., 275; *Channing's* Students, 462–463; McMaster, 341–343; Johnston's H. S., 330–331; Wilson, 174–177; *Thomas*, 302–303; Burgess, Middle, 365–379; Channing's U. S., 241–242; McDonald, 385–389; Harper, III: 486; *Sheldon*, 295–298; Schouler, V: 204; Von Holst's Calhoun, 291–309, 337–346; Schurz's Clay, II; 369–372, 391.

XIV. Death of President Taylor.

XV. Millard Fillmore—His Character.

REF.—McLaughlin, 382; Montgomery's Students, 366; Harper, III: 360–365; Schouler, V: 187.

XVI. "Uncle Tom's Cabin," 1852.

1. Character and purpose of the book.
2. Its place in literature.
3. Sale and influence of the book.

REF.—McLaughlin, 384; Channing's Students, 464; Montgomery's L. F., 275–276; Students, 368–369; Fiske, 357; Schouler, V: 247.

XVII. The Election of 1852.

1. Nominations and platforms.
2. The results.

REF.—McLaughlin, 385–386; Fiske, 353; Channing's Students, 464; Johnston's H. S., 332; Wilson, 178–180; Montgomery's Students, 369–371; Thomas, 306–307; McMaster, 346; Stanwood, 178–191; Schouler, V: 239–249.

**Administration of Pierce, 1853-1857.**

XVIII. Franklin Pierce.

1. His character.
2. His views on slavery.

REF.—McLaughlin, 386; Thomas, 307; Montgomery's Students, 371; Harper, VII: 202–208; Montgomery's L. F., 277 and footnote.

XIX. The Gadsden Purchase, 1853.

1. Boundaries—indicate on map.
2. Why made, and the cost.

REF.—McLaughlin, 369, footnote; Channing's Students, 483; *McMaster*, 334; Thomas, 293, footnote; Montgomery's Students, 354; Wilson, 188–189; *McDonald*, 390–395; Schouler, V: 296.

XX. First Treaty with Japan, 1853–1854.

1. Relation of Japan with the rest of the world up to this time.
2. Nature and importance of this treaty.
3. Results.

REF.—Johnston's H. S., 335; Montgomery's L. F., 278; Students, 380–381; Thomas, 308; Schouler, V: 255, 314.

XXI. The Ostend Manifesto, 1854.

1. The desire of the South for more territory.
2. The desirability of Cuba and Central America.
3. Action of the American ministers in regard to Cuba.

REF.—McLaughlin, 387–388; Thomas, 312; Montgomery's Students, 381; Wilson, 189–190; Fiske, 358; Johnston's H. S., 335; *McDonald*, 405–412; Schouler, V: 312.

XXII. The Kansas-Nebraska Act, 1854.

1. Origin and purpose of the act.
2. Nature of the act, or provisions of the bill.
3. Popular sovereignty as defined in the Act (Channing's Students, 468; Wilson, 184.)
4. The debate on the bill—arguments for and against.
5. Its relation to the Missouri Compromise.
6. Defects in the act.
7. Effect of the bill on the North.
8. Indicate on your map the new territory opened up to slavery.

REF.—McLaughlin, 388-391; Sheldon, 299-300; Fiske, 358; Montgomery's L. F., 278-279; *Students*, 372-376; McMaster, 346-347; Channing's Students, 465-468; U. S., 243-246; Thomas, 309; Roosevelt's Benton, 349-490; American Hist. Leaflets, No. 17; Wilson, 182-185; Johnston's H. S., 337; Burgess, Middle, 380-406; McDonald, 395; Harper, V: 202-205; Schouler, V: 280-292, 301.

XXIII. Rise of the Republican Party, 1854.

1. Origin and principles of the new party.
2. Made up from what other parties?
3. Where first organized—why here?
4. Its rapid growth—to what due?

REF.—McLaughlin, 391-392: Channing's Students, 471-473; U. S., 245; McMaster, 354; Thomas, 315; Wilson, 187-188; Johnston's H. S., 337-338; Fiske, 360; Sheldon, 300; Schouler, V: 349; McLaughlin's Cass, 294-304.

XXIV. The Struggle for Kansas, 1853-1861.

1. Disadvantages of slaveholders in settling in Kansas—"Sons of the South."

2. Free emigration to Kansas.
3. Election in Kansas, in 1855—character of and the result.
4. The Topeka Convention.
5. Civil war in Kansas.
6. Assault upon Sumner and the result.
7. Lecompton Constitution and the final result.

REF.—McLaughlin, 393–396; Montgomery's L. F., 279–281; *Students*, 376–380; Channing's Students, 469–471; *U. S.*, 247–250; *McMaster*, 347–352, 357–358; Thomas, 313, 315–316; Wilson, 185–186, 189–200; Johnston's H. S., 338–340; Burgess, Middle, 407–474; McDonald, 413–415, 435–437; Harper, V; 205–218; Schouler, V; 320-323, 343, 357, 383–385.

XXV. The Election of 1856.

1. Parties and platforms.
2. The result and its meaning.

REF.—McLaughlin, 396–397; Fiske, 362; Channing's Students, 473–474; *McMaster*, 352–355; Thomas, 316; Montgomery's Students, 381–382; Wilson, 190–193; Johnston's H. S., 340–341; Stanwood, 192–213; Schouler, V; 349–356.

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**Administration of Buchanan, 1857-1861.**

XXVI. James Buchanan.

1. His public career.
2. His character.

REF.—McLaughlin, 398; Thomas, 318; Harper, I; 431–435; Schouler, V; 371–374.

XXVII. The Dred Scott Case, 1857.

1. Nature of the case.
2. The decision of the Supreme Court.

3. Effect of this decision.
4. Indicate on map territory opened to slavery by this decision.

REF.—McMaster, 399–401; Channing's Students, 474–475; U. S., 251; Montgomery's L. F., 282–283; Students, 383–385; *McMaster*, 355–356; Thomas, 316–317, footnote; Wilson, 197–198; Johnston's H. S., 350; McDonald, 416–435; Morse's Lincoln, I; 103, 104; Schouler, V; 376.

## XXVIII. Panic of 1857.

REF.—McLaughlin, 403; Montgomery's L. F., 283; *Students*, 385, Thomas, 319; Wilson, 196–197; Johnston's H. S., 343; Schouler, V; 386.

## XXIX. "Helper's Impending Crisis," 1857.

1. Author of the book.
2. Character and influence of the book.
3. Author's plan of dealing with slavery.

REF.—Channing's Students, 478; U. S., 252; Montgomery's Students, 369; *Burgess*, Civil War, I; 32–34.

## XXX. The Lincoln and Douglas Debate, 1858.

1. Cause of the debate.
2. Character.
3. Results.

REF.—McLaughlin, 402–403; Channing's Students, 475–476; McMaster, 358–359; Montgomery's Students, 389–390; Wilson, 201–202; Burgess, Civil War, I; 19–20; Fiske, 366–367; Schouler, V; 410–416; Morse's Lincoln, I; ch. v; American Orations, III; 168–195.

## XXXI. John Brown's Raid, 1859.

1. Brown in Kansas.
2. His purpose and plans.
3. His raid at Harper's Ferry, and the result.
4. Effect.

REF.—McLaughlin, 407–408; Sheldon, 305–308; Montgomery's L. F., 285–286; Students, 390–391; Fiske, 367–368; McMaster, 359; Thomas, 321; Wilson, 202–204; Johnston's H. S., 351; Burgess, Civil War, I; 34–44; Channing's Students, 476–478; U. S., 253; Harper, I; 413–421; Schouler, V; 437–46.

XXXII. New States Admitted.
1. California, 1850; Minnesota, 1858; Oregon, 1859.
2. Indicate on map. (Schouler, V; 421.)

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**Suggestive Topics for Special Reports.**

1. History of Texas up to 1837.
2. The Oregon Country.
3. Discovery of gold in California.
4. Fugitive Slave Law of 1850.
5. The struggle for Kansas.

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## SECESSION, 1860–1861.

I. Progress in the United States between 1840–1860.
1. Growth in territory and population.
2. Immigration to the United States.
   a. Number and character of.
   b. Where did they settle? Cause.
   c. Their influence.
3. Growth and improvement of cities.
4. Modern conveniences—character of.
5. Mechanical improvements.

6. Communication with Europe.
7. Condition of the workingman.
   a. In the North.
   b. In the South.
8. Compare the slave and the free sections of the United States. (Channing, 485.)

REF.—*Channing's* Students, 481–493; *McMaster*, 365–377; Hinsdale's How to Study; McLaughlin, 403–408; American Orations, I; 219–232.

II. Election of 1860.

1. The split in the Democratic party—the demands of each division. (McMaster, 360.)
2. The platform and nominees of the Republican party.
3. The Constitution Union party.
4. The result.

REF.—McLaughlin, 409–410; Montgomery's L. F., 286 and footnote; Students, 391–393; Channing's Students, 493–496; U. S., 254–257; McMaster, 360–363; WILSON, 204–210; Burgess, Civil War, 46–73; Thomas, 321–322; Johnston's H. S., 352–354; Schouler, V; 431, 454–468; Morse's Lincoln, I; ch. vi.

III. Secession of the Southern States.

1. Secession—origin and growth of the idea.
2. Previous sentiments of disunion.
   a. In the South.
   b. In the North.
3. Theory of secession. (Burgess, I; 75.)
   a. Arguments for secession.
   b. Arguments against.

c. Why was secession believed in more by the South than the North?

4. What per cent of the population of the South were slaveholders?
5. Secession of South Carolina.
   a. South Carolina's method of choosing presidential electors.
   b. Action of the State Legislature. (Channing, 497.)
   c. The Carolina convention.
      (1) Nature of the ordinance passed.
      (2) Object of their action.
6. Was this movement of the people or of political leaders? (Channing, 499; Burgess, I; 116.)
7. Secession of the other states.
   a. Their object.
   b. Make a map showing the free states, the slave states that remained in the Union, and the seceded states.
8. The views and action of President Buchanan.
9. Why the Southern States seceded. (McMaster, 379; Channing, 501.)
10. The attempts to compromise.
11. Was the South in any immediate danger from the election of Lincoln?
12. Southern blunders. (Channing, 502.)

REF.—McLaughlin, 410–414; *Channing's* Students, 497–504; *U. S.*, 255–257, 261–264; Montgomery's L. F., 288–290; Students, 393–396; Fiske, 369–374; Sheldon, 318–321; *McMaster*, 378–381; *Wilson*, 210–216, 239–242; Burgess, Civil War, I: 74–115, 123–134; Thomas, 323, 325; *Johnston's* H. S., 354–357; McDonald, 441–442; Hinsdale's Gov't, 346–349; Harper, VIII: 104–106; (State Sovereignty) 375–384; Schouler, V: 471–507; Morse's Lincoln, I; ch. vii; American Hist. Leaflets, No. 30; American Orations, III: 230–329.

IV. The Confederate States of America.

1. Their Constitution.
   a. Leading features of.
   b. How adopted.
   c. Compare and contrast with the Constitution of the United States.
2. Their attempt to negotiate with the government.

REF.—McLaughlin, 414–416; McMaster, 378; Channing's Students, 500; Wilson, 239–244; Burgess, Civil War, I: 116–123, 151–166; Montgomery's Students, 396; Thomas, 324–325; Johnston's H. S., 357–358; *Sheldon*, 322–325; McDonald, 446–455; Harper, I: 303–308; VIII: 271–280; Schouler, VI: 50–66.

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**Administration of Lincoln, 1861–1865.**

V. Abraham Lincoln.

1. His early life.
2. His political career.
3. Compare and contrast with Douglas and Davis.
4. His inaugural—his cabinet.

REF.—McLaughlin, 417-418; McMaster, 381; Montgomery's L. F., 293 and footnote; *Channing's Students*, 508-510; U. S., 264-265; Wilson, 216-218; Burgess, Civil War, I: 1-44, 138-150; Thomas, 327-328; Johnston's H. S., 363; Harper, III: 18-23; V: 394-431; Old South Leaflets, No. 11; Schouler, V: 497; VI: 1-23; Morse's Lincoln, I: 1-62, 211-236, 273 ff.

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**The Civil War, 1861-1865.**

I. Causes.
   1. Slavery as the cause.
   2. Other causes—relation of slavery to.
   3. Honesty of the South.

REF.—*McLaughlin*, 416; Montgomery's Students, 397-399; McMaster, 379-381; *Channing's* U. S., 258-260.

II. Fall of Fort Sumter.
   1. Locate on map, and state its importance.
   2. Account of.
   3. Effect on the North; on the South.

REF.—McLaughlin, 418-421; Montgomery's L. F., 294-296; Students' 402-404; Fiske, 375-377; Channing's Students, 510; McMaster, 382, 383-387; Wilson, 218-220; Burgess, Civil War, I: 167-205; Thomas, 326, 328-332; Johnston's H. S., 358-359, 364-365; Harper, VIII: 465-475; Schouler, VI: 26-32; Sheldon, 325-330; Morse's Lincoln, I: 239-250.

III. Compare and contrast the advantages of the North and South in:
   1. Population and wealth.
   2. Position, equipment and supplies.
   3. Union of sentiment.
   4. Foreign relations.
   5. Ability to manufacture army supplies.
   6. Railroads and commerce.

7. Officers.
8. Patriotism, bravery, endurance and earnestness.

REF.—McLaughlin, 420; Montgomery's L. F., 297–300; Students, 405–407; Fiske, 378–382; Channing's Students, 513–519; McMaster, 383; Wilson, 239, 244–252; Burgess, Civil War, I: 135–137, 237–242; *Thomas*, 333–335; Schouler, VI: 33–49.

IV. War Powers of the President. (Burgess, I: 227.)

V. The Blockade—Its Purpose.
1. The blockade at first; later.
2. Blockade runners. (Channing, 520.)
3. Effect on the South.

REF.—McLaughlin, 420–421; Montgomery's L. F., 302; Students, 409; Fiske, 374; Channing's Students, 519–520; Burgess, Civil War, I: 227–236; Thomas, 332–333, 338; Johnston's H. S., 366; Harper, I: 369; Schouler, VI: 137.

VI. Topography of the Theater of the War.
1. The two natural divisions made by the mountains.
2. The eastern field of war.
   a. The two natural methods of approaching its political center—difficulties of each.
   b. The Shenandoah, and its importance.
   c. The rivers, and their importance.
3. The western field.
   a. Its division by the Mississippi.
   b. Natural centers of conflict.

REF.—McLaughlin, 421–422; Channing's Students, 521–523, 525; U. S., 267–268.

VII. The First Southern Line of Defense.

1. Indicate on map.

REF.—*McLaughlin*, 421, 422; *McMaster*, 387, 390, 400; Channing's Students, 526; U. S., 271; Harper, V: 83–86; Fiske, 388.

VIII. Principal Events of 1861.

1. Battle of Bull Run.
   a. Cause.
   b. Describe, and state its importance.

REF.—*McLaughlin*, 422–424; *Sheldon*, 331–334; Montgomery's L. F., 300–302; Students, 413–414; McMaster, 387–388; Wilson, 221; Burgess, Civil War, I: 214–225; *Thomas*, 336–337; Johnston's H. S., 371; Channing's Students, 524–525; U. S., 269; Harper, I: 440–444; Schouler, VI: 68, 76–80.

2. General McClellan and the Army of the Potomac.

REF.—McLaughlin, 424; Burgess, Civil War, I: 206–207; Montgomery's Students, 414–415; Thomas, 337–338; Johnston's H. S., 371.

3. Attitude of foreign nations.
   a. England.
      (1) Action of the government.
      (2) The English press.
      (3) English "society" and the commercial class.
      (4) The mass of the English people.
   b. Other powers.
   c. Why the South expected aid from England.
   d. How did slavery affect their action?

REF.—McLaughlin, 425–426; Montgomery's Students, 410; Channing's Students, 528; U. S., 269–270; Johnston's H. S., 367–368; Burgess, Civil War, I: 288–292; Schouler, VI: 114–120.

4. Kansas admitted, 1861. (Schouler, V: 503.)
5. War in the Border States.
   a. In Missouri—object.
   b. In Kentucky.
   c. In West Virginia.
   d. Results.

REF.—McLaughlin, 426–427; Channing's Students, 512; U. S., 266–267; Montgomery's Students, 405; Burgess, Civil War, I: 243–259; *Johnston's* H. S., 367, 369–370, 372–373; Schouler, VI; 82–87; Morse's Lincoln, II. 3 ff.

6. The Trent Affair.
   a. Nature of.
   b. The principle involved.
   c. Results.

REF.—McLaughlin, 429; Montgomery's L. F., 303–304; Students, 415, 416; Fiske, 385; Channing's Students, 528–529; McMaster, 412; Wilson, 222; Thomas, 339–340; Johnston's H. S., 375; Harper, IX: 115; Schouler, VI; 121–122; Morse's Lincoln, I; 368–387.

IX. Military Events of 1862.
1. The situation at the beginning of the year.
2. War in the West, east of the Mississippi.
   a. Object.
   b. Centers of conflict.
   c. Leaders and principal battles.
   d. Results.
3. The new Confederate line—indicate on map.
   a. Important points.
   b. Battle of Shiloh—result.

c Other points captured, and result.

d. Bragg's expedition northward.

REF.—McLaughlin, 430–434; Montgomery's L. F., 305–308; Students, 416–418; McMaster, 388–391; Wilson, 223; Burgess, Civil War, I: 276–320; Thomas, 340–343; Johnston's H. S., 376–377; Fiske, 388–391; Channing's Students, 531–532; U. S., 271, 272–273; Harper, VII: 21–23; Schouler, VI: 89–109, 144–148, 175–186.

4. The Monitor and Merrimac.

a. Hampton Roads—locate.

b. Describe each vessel.

c. The fight and the result.

d. Importance of this victory.

REF.—McLaughlin, 434; Montgomery's L. F., 304–305; Students, 419–420; Fiske, 386–388; Channing's Students, 532–533; *McMaster*, 414–417; Thomas, 343–345; *Johnston's* H. S., 380–383; Harper, VI: 231–232; Sheldon, 335–339; Schouler, VI: 190.

5. Capture of New Orleans.

a. Importance of this city. (Channing, 29.)

b. How defended.

c. Account of the capture.

REF.—McLaughlin, 434–435; Montgomery's L. F., 308–310; Students, 420–421; Fiske, 391–392; McMaster, 391–392; Thomas, 345–346; Johnston's H. S., 384–386; Channing's Students, 529–530; U. S., 272; Burgess, Civil War, II: 1–6; Schouler, VI: 169–174.

6. McClellan's Peninsula Campaign.

a. Describe the peninsula.

b. Object of.

c. Plan of the campaign. (McMaster, 392.)

d. Principal events, and the results.

7. Pope's campaign in Virginia.
   a. His field of operation.
   b. Second battle of Bull Run.
   c. Results.

REF.—*McLaughlin*, 436–438; Montgomery's L. F., 310–313; Students, 421–424; McMaster, 392–393; Channing's Students, 533–534; U. S., 274, 275–276; Wilson, 224–226; Thomas, 346–347; Johnston's H. S., 387–392; Burgess, Civil War, II: 7–60; *Fiske*, 392–399; Schouler, VI: 188, 192–213.

8. Lee's raid into Maryland.
   a. His object.
   b. Battles and leaders—results.
9. Give a summary and state the results of the campaign of 1861.

REF.—McLaughlin, 439–440, 445; *Fiske*, 399–402; Montgomery's L. F., 313; Students, 424–427, 433; McMaster, 394; Thomas, 347–348; Channing's Students, 535; U. S., 276–277; Schouler, VI: 232–246.

X. Emancipation of the Slaves.
   1. Lincoln's slave policy, 1861–1862. (Channing, 537.)
   2. Change of feeling in the North toward abolition of slavery.
   3. Abolition of slavery in the District of Columbia, West Virginia and the Territories.
   4. Slaves as contraband of war.
   5. Lincoln's scheme of compensated emancipation.

6. Lincoln's reply to Greeley's letter on emancipation. (Channing, 539.)
7. The Emancipation Proclamation.
   a. Its purpose.
   b. Lincoln's authority to issue.
   c. Time of making the proclamation.
   d. Nature of the proclamation. (McMaster, 396.)
   e. Economic, political and military results. (Montgomery's S., 429-430.)

REF.—*McLaughlin*, 440-444; *Fiske*, 402-405; Sheldon, 339-342; Montgomery's L. F., 314-315; *Students*, 427-431; *Channing's Students*, 537-540; U. S., 277-278; *McMaster*, 394-396; Wilson, 226-227; *Thomas*, 349-352; Burgess, Civil War, II: 72-105; Johnston's H. S., 395; Hinsdale's Gov't, 360; Harper, III: 224-230; Schouler, VI: 214-224, 427; Morse's Lincoln, II: 1-30.

XI. Military Events of 1863.
1. Battle of Chancellorsville—result.
2. Lee's second invasion of the North.
   a. His object.
   b. Battle of Gettysburg
      (1) Describe.
      (2) What it decided.

REF.—McLaughlin, 445-446; Montgomery's L. F., 315-317; Students, 433-437; Fiske, 412-416; McMaster, 396; Wilson, 230; Thomas, 353-356; Burgess, Civil War, II: 134-145, 157-179; Johnston's H. S., 398-400; Channing's Students, 541-543; U. S., 281-283; Harper, IV; 68-74; Sheldon, 343-345; Schouler, VI; 341-369.

3. Vicksburg and Port Hudson.
   a. Position of the Union armies in the West—their object.

b. Positions on the Mississippi still held by the Confederates.
c. Grant's first plan.
d. Siege and fall of Vicksburg.
e. Surrender of Port Hudson.
f. Importance of these victories.

REF.—McLaughlin, 446; Montgomery's L. F., 317–319; Students, 432, 438–441; *Fiske*, 406–412, 416; Channing's Students, 540–541; U. S., 280–281; McMaster, 397–398; Wilson, 230; Thomas, 353, 356–357; Burgess, Civil War, II: 146–156; Johnston's H. S., 400–402; Harper, X: 59–62; Sheldon, 349; Schouler, VI: 370–400.

4. The struggle for Tennessee.
   a. Morgan's raid.
   b. Thomas, and the battle of Chickamauga.
   c. The siege of Chattanooga.
      (1) Battles of Lookout Mountain and Missionary Ridge.
   d. Results.
5. Summary of 1863. (Johnston, 406.)

REF.—McLaughlin, 447–448; Fiske, 422; Montgomery's L. F., 320–321; Channing's Students, 544–546; U. S., 279, 283–285; McMaster, 398–403; Wilson, 231–232; Thomas, 357–358; Burgess, Civil War, II: 61, 180–205; Johnston's H. S., 403–406; Montgomery's Students, 441–444; Schouler, VI; 442–453.

XII. Political Affairs.
1. Effects of the war in the North—in the South; contrast. (Johnston, 407.)
2. Plans for raising money:
   a. Tariff.

b. United States bonds.
c. Legal Tender Act—result of.
d. The National Bank Act.
(1) Its provisions.
(2) Its importance.
e. Direct tax and excise tax.

3. Conscription, North and South.
a. Why necessary. (McLaughlin, 451.)
b. Nature of the act—draft riots.

REF.—McLaughlin, 448–451; McMaster, 419–422; Fiske, 417–422; Channing's Students, 543–544; Wilson, 232–233; *Thomas*, 359–365; Burgess, Civil War, II: 214–233; Johnston's H. S., 407–408, 422; Schouler, VI: 290–302, 414–420; Montgomery's Students.

## XIII. Creation of West Virginia, 1863.

1. Constitutionality of the act.
2. Why these counties of Virginia did not share the secession sentiment.
3. Condition of admission.
4. Represent on map.

REF.—McLaughlin, 422; Channing's Students, 512; U. S., 267; Wilson, 228; *Burgess*, Civil War, 228; Thomas, 379 and footnote; Harper, X: 312; *Hinsdale's* Gov't, 334–335; Schouler, VI: 281.

## XIV. Military Events of 1864.

1. Grant made Lieutenant-General—reasons for. (Thomas, 367.)
2. Position of each army, and the leaders.
3. Plan of the campaign for 1864. (McMaster, 402.)

4. The campaign in Virginia.
   a. Strength of Grant's and Lee's armies.
   b. Grant's plan and purpose.
   c. Make a map of Virginia.
   d. Battles of The Wilderness and Spottsylvania—describe.
   e. Battles around Richmond.
      (1) Describe.
      (2) Skill and bravery of each general.
   f. Early's raid toward Washington—its object, and the result.
   g. Sheridan in the Shenandoah Valley—purpose and result.

REF.—McLaughlin, 452–455; Montgomery's L. F., 322–325; Students, 444–448, 454–460; Fiske, 423; McMaster, 404–405; Channing's Students, 549–501; U. S., 289–290, 297; Wilson, 233–234; *Thomas*, 367–371, 382; Burgess, Civil War, II: 247–260; Johnston's H. S., 409–413; Harper, VII: 147–153, 431–436; *Sheldon*, 354, 358–361; Schouler, VI: 478–502, 515–518.

5. Sherman's campaigns.
   a. Position of Union and Confederate armies.
   b. The Confederate generals, Johnston and Hood.
      (1) Johnston's plan and success.
      (2) Johnston's removal—cause and result.
   c. Capture of Atlanta—its importance.
   d. Hood in Tennessee—purpose—work of Thomas—result.

e. The "March to the Sea."
(1) Purpose. (Channing, 547.)
(2) The march through Georgia.

REF.—McLaughlin, 457–460; *Sheldon*, 355–357; Fiske, 425–426; Montgomery's L. F., 326–330; Students, 448–450, 452–454; Channing's Students, 546–548; U. S., 285–288; McMaster, 398–403; Wilson, 235; Thomas, 371–374; Burgess, Civil War, II: 234–246, 260–270; Johnston's H. S., 413–418; *Harper*, VIII: 155–165; Schouler, VI: 505–514, 546–561.

6. Capture of Mobile.
a. Importance of Mobile.
b. Success of the blockade.
c. Work of Admiral Farragut.

REF.—McLaughlin, 456; Thomas, 374–375; Johnston's H. S., 420; Burgess, Civil War, II: 271–273; Montgomery's Students, 455–456; Harper, VI: 213–216; Schouler, VI: 562.

7. The Confederate cruisers.
a. Relation of England to these vessels.
b. The Alabama, and its destruction of American vessels.
c. Fight of the Alabama and the Kearsarge.
d. Other cruisers.
e. Protest of the United States. (Burgess, II: 292.)

REF.—McLaughlin, 456–457; Fiske, 385; Channing's Students, 551–552; McMaster, 413; *Thomas*, 358–359, 376; Johnston's H. S., 421; Burgess, Civil War, II: 292–299; Montgomery's Students, 455; Harper, I: 77; Schouler, VI: 269–272.

XV. The Election of 1864.
1. The peace party—cause.

2. Opposition to Lincoln—nature of.
3. Nominations and platforms.
4. Result of the election.

REF.—McLaughlin, 460-462; McMaster, 425-426; Channing's Students, 552; Wilson, 236-237; *Thomas*, 376-379; Montgomery's Students, 450-451; Schouler, VI: 519-524; Morse's Lincoln, II: 246-264, 312 ff.

## XVI. Nevada Admitted, 1864.

## XVII. Thirteenth Amendment.

REF.—McLaughlin, 463-464; Fiske, 442; McMaster, 381, 429; Montgomery's Students, 470-471; Flickinger's Gov't, 282; Hinsdale's Gov't, 361; Schouler, VI:; 528.

## XVIII. Conclusion of the War, 1865.

1. Sherman's march northward.
2. Johnston restored to his command.
3. Lee's surrender.
   a. Condition of his army.
   b. Terms of surrender.
   c. Action of General Grant.

REF.—McLaughlin, 464-465; Fiske, 427-429; Channing's Students, 553; U. S., 291-292; McMaster, 405; Burgess, Civil War, II: 274-287; Johnston's H. S., 423-427; Montgomery's L. F., 330-332; Students, 456-457; Schouler, VI: 540-544, 581-601.

## XIX. Assassination of Lincoln.

1. Account of his death.
2. Services of Lincoln to the nation.
3. The nation's loss.

REF.—McLaughlin, 469-470; McMaster, 426; Johnston's H. S., 428-429; Burgess, Civil War, II: 284; Channng's Students, 553; Montgomery's Students, 460, footnote; Thomas, 384-385; Sheldon, 362-367; Schouler, VI: 611-614; Morse's Lincoln, II: 346-354.

XX. Results of the War.
1. Why the South was defeated. (McLaughlin, 466–467.)
2. Cost in men and money.
3. Good results to the South—the Nation.
4. Evil results to the North and South.
5. What the war settled.

REF.—McLaughlin, 465–468; Fiske, 441; Montgomery's L. F., 337; *Students*, 461–463; Thomas, 386–388; McMaster, 422–424; Johnston's H. S., 432–433; Channing's Students, 554, 557–560; U. S., 292–300; Schouler, VI: 618.

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**Suggestive Topics for Special Reports.**

1. Treatment of prisoners.
2. The soldiers of the Civil War.
3. The hardships of the South.
4. Battle of Gettysburg.
5. Sherman's march.
6. The Alabama.
7. The Monitor and Merrimac.

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**Reconstruction, 1865-1877.**

**Administration of Johnson, 1865-1869.**

I. Andrew Johnson.
1. His life and character.
2. His difficulties and problems to solve.

REF.—*McLaughlin*, 470–471; Johnston's H. S., 440; Montgomery, 465; Thomas, 390; Harper, V: 154–156.

II. The Problem of Reconstruction.
  1. The legal condition of the Confederate States—the different views. (Burgess, Reconstruction, ch. i.)
  2. Lincoln and reconstruction.
     a. His views and policy. (Burgess, Reconstruction, 8–30.)
     b. Work of reconstruction begun.
  3. Johnson's reconstruction policy.
     a. Compare with Lincoln's plan.
     b. Work begun by the president.
  4. Acts of Southern legislatures, and its effect. (Wilson, 260–261.)
  5. Congress and reconstruction.
     a. The objection to Johnson's plan.
     b. Plan of Congress. (Johnston's H. S., 445.)
     c. Reconstruction acts of Congress
        (1) Fourteenth Amendment.
            (a) Its object.
            (b) Its four sections.
            (c) Its effect on the Constitution —compare with first ten. (McLaughlin, 475–476.)
        (2) The Civil Rights Bill.
        (3) Freedmen's Bureau Bill.
        (4) The Reconstruction Acts of 1867.
            (a) Provisions of.

(b) The process by which the representatives were re-admitted to Congress. (Channing, 566.)
(c) Results.

REF.—McLaughlin, 470–478; Sheldon, 376–373; Fiske, 442; Montgomery's L. F., 338–339; Students, 466–468; *Channing's* Students, 560–566; *McMaster*, 427–432; *Wilson*, 254–268; *Johnston's* H. S., 441–446; Thomas, 391–394; Burgess, Reconstruction, chs. ii–viii, x; Flickinger's Government, 282–283; Harper, II: 160–161; Hinsdale's Government, 362–366; Schouler, VI: 528–534; Morse's Lincoln, II; ch. viii.

6. Tenure of Office Act—purpose.
7. Impeachment of President Johnson.
   a. Causes.
   b. The trial and result.

REF.—McLaughlin, 476; Montgomery's L. F., 340; Students, 474, 475–476; Fiske, 443; Channing's Students, 567; Wilson, 270–271; McMaster, 431; Johnston's H. S., 446–448; Thomas, 394–395; Burgess, Reconstruction, ch. ix; 214–216; Harper, V: 156.

8. Carpet-bag government.
   a. Why so called.
   b. Causes.
   c. Character of the government.
   d. Results.

REF.—McLaughlin, 478; Wilson, 268; Montgomery's Students, 483; Thomas, 394; Burgess, Reconstruction, ch. xii.

III. Admission of Nebraska, 1867. (Johnston, 450.)
IV. Foreign Relations, 1865–1869.
   1. The French in Mexico.
   2. Action of the United States.

REF.—McLaughlin, 479; Channing's Students, 567–568; Wilson, 272; Thomas, 398; McMaster, 449–450; Johnston's H. S., 448; Montgomery's Students, 479.

V. The Pacific Railroad, 1853–1869.

1. Cause of its being built.
2. Importance of.
3. Aid of the government.
4. Results.

REF.—McLaughlin, 493–494; Montgomery's L. F., 344–347; Students, 480–482; McMaster, 434, 435; Thomas, 308, 309.

VI. Purchase of Alaska, 1867.

1. Reasons for the purchase.
2. Price paid, and its importance.

REF.—McLaughlin, 479; Thomas, 379; Channing's Students, 568; Montgomery's L. F., 342–343; Students, 478; *Burgess*, Reconstruction, 299–301; Harper, I: 78; IX: 273–274.

VII. The Atlantic Cable.

1. Work of Cyrus W. Field.
2. Difficulty in laying the cable.
3. Its importance.

REF.—Thomas, 397; Johnston's H. S., 449; Montgomery's L. F., 341–342; Students, 477–478.

VIII. The Election of 1868.

1. Parties and issues.
2. Candidates.

REF.—McLaughlin, 480; Channing's Students, 568; Wilson, 274; McMaster, 439; Montgomery's Students, 476–477; Thomas, 395–396; Burgess, Reconstruction, 207–214.

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**Administration of Grant, 1869–1877.**

IX. Ulysses S. Grant.

1. His life and character.
2. His difficulties.

REF.—McLaughlin, 481–482; Johnston's H. S., 450; Harper, IV: 130–142.

X. Reconstruction Completed.
   1. Fifteenth Amendment.
      a. Why necessary.
      b. Its provisions.
   2. Disorder in the South.
      a. Negro rule and the results.
      b. Opposition to carpet-bag government.
      c. The "Ku-Klux-Klan."
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REF.—Harper, VII: 461–495; histories, magazines, etc., during his administration.

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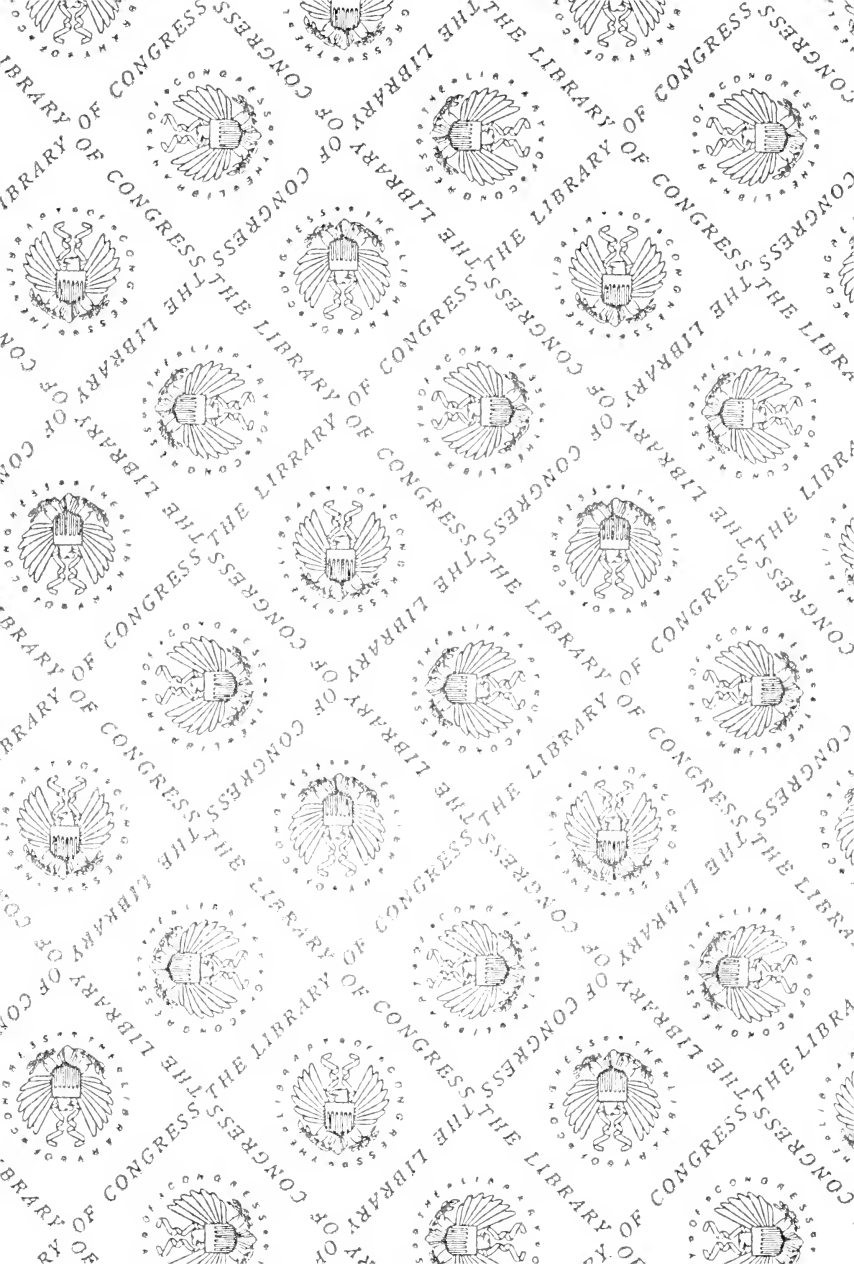
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